THE RELATIONSHIP OF OPENNESS IN SCHOOL CLIMATE TO ACADEMIC PUPIL ACHIEVEMENT AND TEACHER ATTITUDE IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS

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by

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An abstract of a Dissertation by
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The problem. The problem was concerned with a need to determine the extent to which organizational climate influenced teacher attitude toward their children and the effect of both variables on pupil achievement in six Des Moines Elementary Schools. In addition, schools having high, middle and low socio-economic status were compared. The climate subtests were examined with respect to their effect on achievement and teacher attitude.

Procedures. In this study the results of an earlier study were used for the determination of school climate. The Organizational Climate Description Questionnaire (OCDQ) was used for this purpose. Two schools were chosen from each of the high, middle and low socio-economic areas of the community for the study. Pupil achievement scores were taken from those administered in the school district by the Department of Guidance and Testing. The district Department of Evaluation administered the Minnesota Teacher Attitude Inventory to eighty-eight teachers. In all, 738 fourth and sixth graders scores were used in the study. It was felt that the sample of fourth and sixth grades in six schools would be sufficient for providing the desired information.

Findings. There was no significant relationship between openness of climate and academic pupil achievement. There was no relationship extant between pupil achievement and teacher attitude. Openness of climate and teacher attitude did not demonstrate evidence of a relationship. Factors other than climate and attitude were felt to have stronger influence on achievement than did either of those two factors. Student achievement tended to be high in schools which had high socio-economic status and low where SES was low.

Conclusions. While openness of climate is considered to be a desirable goal for organizations including schools, there is no conclusive evidence that it will result in improved achievement by pupils. Moreover, teacher attitude may or may not be directly related to school climate. Teacher attitude, in this study, could not be said to directly influence pupil achievement any more than other factors which may prevail such as SES of children.

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Chapter 1

RATIONALE FOR THE STUDY

Introduction

Anyone who visits more than a few schools notes quickly how they differ from each other in their "feel". The organizational climate or "personality" of an organization is currently a subject of considerable investigation by both scholars in management and in educational administration.

William R. Dill[1] emphasizes the significance of four (4) features which characterize organizational environments. He suggests that the first feature is their ambiguity for the people who must deal with them. The second feature is their factorability or compartmental characteristics. The third and major characteristic of the environment that affects decision-making behavior is its heterogeneity when viewed from different parts of the organization. Dill also suggests that there are overlapping environments to which subgroups in the organization (the school board or trustees, the principal or president and his aides, the teachers or professors in various departments or colleges and students) have access. The fourth feature of the environment is its

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[1]William R. Dill, "Decision-making," Behavioral Science and Educational Administration, ed. Daniel E. Griffiths, Sixty-third Year Book, Part II (Chicago: National Society for the Study of Education, 1964), pp. 206-208.

long run impact on the people who make up an organization and on their approach to decision-making. Of particular significance is the statement by Dill wherein he says "an environment which is committed to certain kinds of educational programs is likely to drive out of a school organization the administrators, teachers and students who are interested in alternative kinds of programs".

School boards, administrators and teachers are currently reviewing a variety of educational alternatives. This exploration results from expressed concern on the part of community persons and students alike that schools should be more accountable. The extent to which viable alternatives are reviewed, however, may be strongly influenced by the characteristics of the organizational environment for if one accepts Dill's statement, there will be tendencies on the part of those within an organization to behave in specific ways as the result of the organizational environment.

Instrumentation

The Organizational Climate Description Questionnaire was developed in 1963 by Andrew Halpin and Donald B. Croft. The instrument is designed to measure organizational climate in elementary schools. It is composed of 64 items which are divided into eight subtests. Four of the subtests describe teacher behavior, the other four describe the behavior of the elementary principal. The eight categories are:

Behavior of the Group

1. Disengagement
2. Hindrance
3. Esprit
4. Intimacy

Behavior of the Leader

5. Aloofness
6. Production emphasis
7. Thrust
8. Consideration

The instrument enables identification of six (6) climates which Halpin and Croft describe as: "open," "autonomous," "controlled," "familiar," "paternal" and "closed." These descriptions tend to evaluate climates, though Halpin and Croft tried to avoid this. The use of the instrument (which will be referred to as OCDQ) enables classification of elementary schools in ways by which the staffs perceive (1) the school's ability to adapt to change, (2) the task achievement and (3) the levels of social needs of the group.

The Minnesota Teacher Attitude Inventory (Form A) was developed by Walter Cook, Carroll Leeds and Robert Callis. It consists of 150 statements designed to sample opinions about teacher-pupil relations. The climate in a given elementary school, and quite likely the educational program, will no doubt be strongly influenced by the vitally important relationship between teachers and pupils. A measure of

teacher attitudes can be another characteristic which may relate to the climate in selected elementary schools.

Statement of the Problem

The nature of the working environment for staff members in a school is directly related to the learning environment for the pupils in that school. A desirable working or learning environment, i.e., one that provides for the psychological, social and professional needs of the staff, should afford the opportunity for or result in a more desirable learning environment for the pupils.

This study will examine pupil achievement scores on the Iowa Tests of Basic Skills in schools whose organizational climates have been assessed in an earlier study conducted by a colleague, Aris P. Petasis, as a part of his dissertation for the doctorate. The OCDQ was administered in October, 1973, to 40 elementary school staffs in the Des Moines Independent Community School District. Pupil achievement scores in grades four and six on the Iowa Tests of Basic Skills will be examined in those schools to determine if there is a relationship between "openness" of climate and pupil achievement as measured by the pupil scores on the ITBS. Teacher attitudes will be examined in three pairs of schools based on their degree of "openness." The Minnesota Teacher Attitude Inventory will be employed for this purpose.

The MTAI is designed to measure "those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation."[1] The teacher attitudes will be examined in schools whose climates are "open," "familiar" and "closed" to determine if these measures lend support to the climate scores. It would be expected that an open climate would also be one in which teacher attitudes would be favorable toward the children being served in those schools.

Hypotheses of the Study

This study will attempt to determine:

1. What, if any, is the relationship between organizational climate and pupil achievement? and

2. What, if any, is the relationship between teacher attitudes and (a) pupil achievement, and (b) organizational climate?

Hypothesis #1

There is no relationship between school organizational climate and pupil academic achievement.

Hypothesis #2

There is no relationship between teacher attitude toward pupils and school organizational climate.

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[1] Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corp., 1951), p. 3.

Hypothesis #3

There is no relationship between teacher attitude toward pupils and pupil academic achievement.

Design of the Investigation

Permission was obtained from the Des Moines Public Schools' Assistant Superintendent for Education, Dr. Robert R. Denny, to perform the study.

Six elementary schools were selected which represented a cross-section of the community. Two schools each, serving high, middle, and low socio-economic status clientele, were selected whose organizational climates may differ.

The Minnesota Teacher Attitude Inventory was administered to all teachers in the selected schools and scored. In addition to the individual raw scores, the mean scores and standard deviations were computed for each school.

The composite grade-equivalent ITBS score for each fourth and sixth grade in the six schools was obtained from the Des Moines Schools' Department of Guidance and Testing. Tests were administered in October of 1973. Scores were compiled and computed by the Polk County Board of Education staff. Mean scores and standard deviations were calculated for two grade levels (fourth and sixth) for each school.

The Organizational Climate Description Questionnaire scores for each school were obtained from a previous study and Correlations (r) were computed between OCDQ scores and mean scores for each grade level on the ITBS. (Hypothesis 1)

OCDQ scores for the three pairs of schools were correlated with MTAI mean scores to determine if there was a relationship. (Hypothesis 2)

MTAI scores were correlated with ITBS scores to determine if there was a relationship. (Hypothesis 3)

In each correlation above, the results were used to test the respective null hypotheses.[1] Each resulting correlation coefficient was compared to tabled values (df=5) to determine the probability of obtaining a correlation coefficient that large if, in fact, the relationship between these variables was zero in the populations represented. If any probability was less than .05 (r .754) positive or negative, the corresponding hypothesis was rejected.

Treatment of the Data

Hypothesis #1

There is no relationship between school organizational climate and pupil academic achievement.

The Pearson Product-moment Correlation Coefficient was used to test this hypothesis. The double standardized scores for each climate subtest was correlated with the mean ITBS scores. In addition the "openness" scores were correlated with mean ITBS scores. Eighteen tests were performed since fourth grade as well as sixth grade ITBS mean scores were correlated with "openness" scores on the OCDQ.

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[1] J. P. Guilford and Benjamin Fruchter, Fundamental Statistics in Psychology and Education (5th ed.; New York: McGraw Hill, 1973), p. 515.

Hypothesis #2

There is no relationship between teacher attitude toward pupils and school organizational climate.

The Pearson Product-moment Correlation Coefficient was used to test this hypothesis. Nine individual correlations were computed to test this hypothesis. The double standardized scores for each climate subtest were correlated with the MTAI mean scores.

Hypothesis #3

There is no relationship between teacher attitude toward pupils and pupil academic achievement.

The Pearson Product-moment Correlation Coefficient was used to test this hypothesis. Two tests were performed. The fourth grade mean ITBS scores, as well as the sixth grade mean scores for that test, were correlated with the mean MTAI scores from the selected schools.

Assumptions and Limitations

This study was limited to 40 elementary schools in the Des Moines Independent Community School District.

The basic assumptions made in this study are:

1. The Organizational Climate Description Questionnaire is an effective device for measuring organizational climate in elementary schools.

2. In responding to items on the OCDQ, teachers and principals will describe their schools as they perceive them.

3. The ideal climate of the school is the open climate.

4. The Iowa Tests of Basic Skills are an effective measure of cognitive learning for elementary pupils in the Des Moines Public Schools in grades four and six.

5. The Minnesota Teacher Attitude Inventory is an effective instrument for appraising teacher attitude toward their pupils.

Organization of the Study

The study will be presented in the following format: Chapter 1 - Background and Rationale; Chapter 2 - Review of the Literature; Chapter 3 - Methodology of the Research; Chapter 4 - Presentation of Data; and Chapter 5 - Summary, Conclusions, and Recommendations.

Chapter 2

REVIEW OF RESEARCH AND THE LITERATURE

A review of the literature related to organizational climate, teacher attitude and pupil achievement is presented in this chapter. Because of the magnitude of this task, only selected contributions are offered. A comprehensive review of these three vitally important areas is impossible in light of the voluminous contributions of the authors in the various fields related to educational administration and management.

ORGANIZATIONAL CLIMATE

The organizational climate of a school is often thought of as its "personality".[1] According to Halpin and Croft, it is easy to discern if staffs find pleasure in their work with each other and the children and if they are committed to the goals of the organization by the "feel" one gets when visiting the schools. Some schools are joyous places to be in, while others are not. In some schools the atmosphere is cool while others have a warmth that seems to pervade the entire building. There are some schools in which everything seems staged as if roles were being acted out by both children and adults.

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[1]Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), pp. 131-253.

This difference in climate has prompted many leaders in the field to initiate studies and research into the nature of organizational climate. Halpin and Croft suggest that what personality is to the individual, Organizational Climate is to the organization.[1]

Since organizational climate has become a very salient factor in determining the course of activities within organizations it seems appropriate to review the perceptions of other researchers regarding climate. Taguiri offers the following definition of organizational climate:

> Organizational climate is a relatively enduring quality of the internal environment of an organization that: (1) is experienced by its members, (2) influences their behavior, and (3) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization.[2]

To Litwin and Stringer, climate was concerned with a cluster of expectancies and incentives which related to a property of environments that is perceived directly or indirectly by the individuals in the environment. They felt it to be a molar construct which permitted analysis of the determinants of motivated behavior in complex situations, afforded the opportunity for measurements of situational

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[1]Ibid.

[2]Renato Taguiri, "The Concept of Organizational Climate," Organizational Climate: Explorations of a Concept, eds. Renato Taguiri and George Litwin (Boston: Harvard University Press, 1968), p. 27.

determinants and allows for cross-environmental comparisons.[1]

Most studies relating to climate tend to cite the importance of leadership styles on organizational behavior. Lewin, Lippitt and White studied the effects of three different leader-induced atmospheres.[2] They discovered that leadership styles were very strong determinants of group behavior. Behavior patterns established in previous situations were changed in response to changes in leadership styles.

Most authors who study organizational climate isolate various dimensions of climate for examination. Litwin and Stringer isolated eight dimensions.

1. Structure and constraint
2. Emphasis on individual responsibility
3. Warmth and support
4. Rward and punishment
5. Conflict and tolerance of conflict
6. Performance standards and expectations
7. Organizational identity and group loyalty
8. Risk and risk taking.[3]

While Litwin and Stringer believed the dimensions to specific in their impact, they suggested an interrelatedness of them as being even more realistic. For example, achievement motivation would be frustrated if high standards were not

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[1]George Litwin and Robert A. Stringer, Jr., Motivation and Organizational Climate (Boston: Division of Research, Harvard University Press, 1968), pp. 28-65.

[2]Lewin R. Lippitt and R. K. White, "Patterns of Aggressive Behavior in Experimentally Created Social Climates," Journal of Social Psychology, X (1939), 271-279.

[3]Litwin and Stringer, op. cit.

associated with support and encouragement toward helping organization members to reach these standards.

Rensis Likert examined organizational performance characteristics by employing a "systems" approach.[1] He considered organizations as utilizing authoritative or participative practices. The authoritative systems were described as (1) exploitive-authoritative, (2) benevolent-authoritative, or (3) consultative. The more desirable system advanced by Likert was the participative group which he refined into his System 4 management structure. In system 4 management, Likert suggests not only improved climate for organizational effectiveness will result but so will higher performance.

The three basic concepts of system 4 management are:

1. the use by the manager of the principle of supportive relationships
2. his use of group decision-making and group methods of supervision
3. his high performance goals for the organization.

System 4 depended upon an overlapping structure with membership varying within the organization and determined by the task to be accomplished, or "situational requirements." While it was considered necessary by Likert in group decision-making for all members of the organization to adopt high performance goals, he felt the superior still should be held accountable for all decisions, for their execution and for the results.

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[1]Rensis Likert, The Human Organization (New York: McGraw-Hill, 1967), pp. 13-77.

Chris Argyris viewed organizational climate from the standpoint of its structure.[1] A living organization (pure organization) was described by Argyris in the following manner:

> (1) a plurality of parts, (2) maintaining themselves through their interrelatedness, and (3) achieving specific objective(s), (4) while accomplishing 2 and 3 adapting to the external environment, thereby (5) maintaining their interrelated state of parts. Organizational Climate would be fully dependent upon the ability of the organization to maintain the fourth and fifth properties especially.[2]

As a concept, organizational climate is often equated with morale. Stogdill viewed the organization as an in-put out-put system.[3] He regarded performance and expectations as characteristics of individuals and as abstractions which refer to observed or inferred aspects of behavior. Interaction, of course, would be an input that would influence organizational behavior. Output behaviors, or group achievement was examined in terms of productivity, morale and integration. He concluded that (1) an increase or decrease in inputs permits an increase or decrease in productivity, morale and integration simultaneously. He suggested that productivity can be increased with some expense to integration if inputs are held constant. An increase in integration

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[1]Chris Argyris, Integrating the Organization and the Individual (New York: John Wiley & Sons, Inc., 1964), pp. 115-145.

[2]Ibid.

[3]Fred D. Carver and Thomas J. Sergiovanni, eds., Organizations and Human Behavior: Focus on School (New York: McGraw-Hill, 1969), pp. 157-166.

will likely involve some decrease in productivity; he also concluded that morale was usually, but not always, related positively to productivity. Finally, Stogdill suggests that morale tends to be higher under medium degrees of integration than under extremely high or low degrees of integration.

Matthew B. Miles approaches organization from the standpoint of organizational health. He offers ten dimensions:

1. Goal appropriateness
2. Communications adequacy
3. Power equalization
4. Resource utilization
5. Cohesiveness
6. Morale
7. Innovativeness
8. Autonomy
9. Adaptation
10. Problem solving adequacy.[1]

Miles views the first three dimensions as task-centered while the next three are considered to be concerned with the internal state of the system and its inhabitants "maintenance" needs. The final four dimensions are concerned with organizational growth and changefulness.

Miles gives some special attention in his work to educational organizations.[2] He suggests that it has taken

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[1]Matthew B. Miles, "Planned Change and Organizational Health: Figure and Ground," eds. Carver and Sergiovanni, op. cit., pp. 375-391.

[2]Ibid., p. 382.

considerable time and effort on the parts of many persons to help educators to accept the fact that schools are, in fact, organizations and share many of the properties of other organizations. Some special properties of school organizations which lead to some special problems are suggested:

1. Goal ambiguity
2. Input variability
3. Role performance invisibility
4. Low interdependence
5. Vulnerability
6. Low technological investment
7. Lay-professional control problems.

Miles sees the major difficulties in the public schools to be centered around goal focus (as a consequence of goal ambiguity), difficulties in communication adequacy and power equalization stemming from low interdependence; and perhaps most centrally, failures in innovativeness autonomy adaptation and problem solving adequacy, because of vulnerability and lay-professional conflict. The schools are also perceived to have a willingness to "settle for less," according to Miles, which can result in poor organizational health.[1]

Halpin and Croft[2] describe six organizational climates in accordance with the content of the sub-tests.

The Open Climate. The open climate depicts a situation in which the members enjoy extremely high esprit. The

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[1] Ibid., p. 385.

[2] Andrew W. Halpin and D. Croft, Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963), pp. 174-181.

teachers work together well and are not burdened by bickering and griping. They are friendly but not necessarily intimate. The behavior of the principal is an appropriate integration of his own personality and the role he must play as principal. He can delegate and enjoys the allegiance and respect of his staff because of his high consideration and his own integrity. He is in control and provides leadership for the staff.

The Autonomous Climate. The autonomous climate characterized by the almost complete freedom provided by the principal enabling the staff to provide for their social needs satisfaction through their structures for interaction. In such a situation they tend to work well together and accomplish the objectives of the organization. There is high morale and the leadership of the principal is perceived to be genuine and flexible. The leader is somewhat less open than the principal in an open climate.

The Controlled Climate. The controlled climate characteristically emphasizes achievement at the expense of social needs satisfaction. The teachers are engrossed in task-achievement; there is high hindrance as the result of a lot of busywork kinds of assignments and low disengagement as they are there to work and expect to produce. The principal is domineering and directive. He delegates little authority and works hard himself (average thrust). Does not consult regularly with the teachers. He is militaristic.

The Familiar Climate. The friendliness of both the teachers and principal preclude task-achievement at the expense of social needs satisfaction. The esprit is reasonably high but little is accomplished in the interest of maintaining group harmony. The principal is a "good guy" and does not evaluate teachers so much as he tends to "look out for them." Teachers perceive the principal to have some thrust.

The Paternal Climate. This climate is one in which the principal is insincere in his attempts to try to control the teachers and also satisfy their social needs. It is a partly closed climate and lacks the power to motivate teachers for the most part. There is high disengagement and the principal does most of the busywork himself (low hindrance). The teachers are not friendly and there is low esprit. The principal is ubiquitous but there is little task accomplishment. There is high consideration but it is in the principal's own interest rather than that of the staff. There is some evidence of thrust but it fails to stimulate the staff.

The Closed Climate. The principal is ineffective in motivating or leading the teachers and fails to consider their personal or social needs. He is not genuine. Group achievement is minimal. The principal does not facilitate task accomplishment. There is some intimacy in the group allowing for some social needs satisfaction but the principal is aloof while he emphasizes production. He expects

initiative while providing high hindrance. There is a "phony" ring about the entire operation. The principal is aloof and can be depicted as inconsiderate (low consideration). The only worthy prescription for the climate defended thusly is "radical surgery".

Halpin and Croft provided their findings regarding climate by obtaining school climate scores on eight dimensions. Four dimensions related to the building principal as a leader and the other four to the teachers as a unit or group. The climate dimensions for the principal are: (1) aloofness, (2) production emphasis, (3) thrust, and (4) consideration.[1] For teachers the dimensions are: (1) disengagement, (2) hindrance, (3) esprit, and (4) intimacy.

Halpin and Croft perceived the most desirable climate to be the open climate. A closed climate was felt to be undesirable. In the open climate morale is high and a good feeling prevails among staff. The principal is perceived to be a helper and leads by good example. He is warm and approachable. He is honest and is felt to be supportive by staff. In a closed climate the opposite is true. The leader is aloof, inconsiderate and lacks integrity. Suspicion is high and fear and resentment prevail. There is no cohesion in staff as purpose becomes confused with survival. In the final analysis children lose as there can be very

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[1]Halpin and Croft, op. cit., pp. 150-151.

little educational value accomplished in such a climate.

The other four climates fall between open and closed climates. Staff perception of climate is all important for climate is essentially what staff feels it to be. Halpin and Croft finally concluded (after classifying seventy-one schools) that authenticity continued to emerge as a factor affecting climate, i.e., climate may be more than a little influenced by inauthentic or "phony" behavior on the part of either the leader, members of the group or both.

As early as 1930 Kurt Lewin[1] studied organizational climate. It was Lewin's feeling that climate was no doubt a factor influencing the behavior of persons in organizations or other group work settings. Lewin offered the model: $B = f(P,E)$, i.e., the behavior of some nurses under study (B) was a function of their personal characteristics (P) and the environmental setting (E). Lewin considered the overall atmosphere including goals stimuli, personal needs, etc., in his definition of environment. The interdependency of the variables cited by Lewin as affecting climate is felt to be his primary contribution to the study of organizational climate.

In recent years school climate has begun to emerge as one of the most important dimensions of a school's educational program. Despite recent strides in public education

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[1]Kurt Lewin, "Readings in Social Psychology," Group Decision and Social Change, Readings in Psychology, eds. E. E. Maccoby, T. M. Newcomb and E. L. Hartley (New York: Holt, Rinehart, 1947).

such as individualized instruction, alternatives in education, differentiated staffing, new management systems and decentralization of budgeting and the extension of the decision-making process to community councils and teachers, a number of problems seems to remain and their nature seems complex. Some problems seem to be perennial. Fox suggests that problems that tend to pervade most public schools are:[1]

High student absenteeism
High frequency of student discipline problems
Weak student government
Student cliques
High faculty absenteeism
Negative discussion in faculty lounges
Crowded conditions
"Lost" feeling of student because school is too large
Vandalism
Student unrest
Poor school spirit
Poor community image of school
Faculty cliques
Property theft from lockers
High student dropout rate
Underachieving students
Low staff morale
Passive students
Faculty apathy
Supplies and equipment unavailable when needed
Students carrying guns, knives and other weapons
Poor image of school by staff
Dislike of students by faculty members
Feeling among students that school has little purpose
High incidence of suspensions and expulsions.

The author feels that continuing problems in education are symptomatic of deeper climate concerns relating to the school's inability to deal effectively with human needs of

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[1]Robert S. Fox et al., School Climate Improvement: A Challenge to the School Administrator, a CFK Ltd. Occasional Paper Published by Phi Delta Kappa, 1974, p. 23.

children, staff and very often, community. They are effects of poor climate dimensions rather than causes. The authors warn that,

> If schools continue to perpetuate an anti-humane climate in which apathy, failure, punishment, and inadequate success in achieving the curriculum are characteristic, they may guarantee their own demise, and ultimately that of the American social system.[1]

Climate standards and determinants are offered by the authors in the paper as well as a climate profile for determining school climate. General climate factors suggested are: respect, trust, high morale, opportunities for in-put, continuous academic and social growth, cohesiveness, school renewal and caring.

While the various perceptions differ among the authorities regarding school climate, most seem to concur in its importance to the operation of the school and its impact on staff and finally, the children. Few would question the need for the administrators to become especially sensitive to the dimensions of school climate in order to insure a wholesome and humane atmosphere for all who are so susceptible to its far-reaching influence.

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[1]Ibid., p. 8.

TEACHER ATTITUDES

A study of organizational climate within a school will logically lead to an examination of the attitudes of the personnel responsible for the educational program. While the attitudes of all staff are important, the attitudes of the teachers are particularly significant. The burden of providing a quality educational program to the children is most certainly theirs. How well they get along with the children in interpersonal relationships and how well they like teaching as a profession will to some degree, be reflected in their attitudes.

Over a period of some ten years, Walter Cook, Carroll Leeds, and Robert Callis, developed the Minnesota Teacher Attitude Inventory[1] an instrument designed expressly to determine the kind of atmosphere the teacher will maintain in the classroom. The authors recognized that attitude is an extremely complex phenomenon which does not lend itself well to measurement, but their inventory is one of the few tools available which can be employed for this purpose. In any case, an examination of attitudes in association with the study of organizational climate seems appropriate.

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[1]Walter Cook, Carroll Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory (New York: The Psychological Corporation Manual, 1951).

Most dictionary definitions of attitude suggest that an attitude is a "feeling" or predisposition toward something. An inclination for or against an object, matter or person becomes exceedingly important when it is suggested that the "feeling" may be on the part of a teacher and the object, or person, may be the learner. A predisposition of any degree will undoubtedly influence behavior in any case and the resultant consequences can be of very serious dimensions when directed toward the lives and endeavors of young learners. Teachers with positive attitudes can make schools the most enjoyable, exciting and inspiring places for children to explore in a warm and accepting atmosphere. Teachers who are negative about children and see their teaching responsibilities in terms of custodial care for a bunch of some uncaring parents' kids can make school very dull, depressing, unaccepting and even frightening places for children. The impact on learning in either case should be clear for teacher behavior will result from attitudes held by them as professionals and a myriad of other factors which determine their natures as social beings.

Emile Durkheim compares the influence of the teacher in the educational process as akin to that of the hypnotist.[1]

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[1]Emile Durkheim, Education and Sociology (Glencoe, Ill.: Free Press, 1956), p. 86.

He suggests,

> If, then, educational influence has, even in a lesser degree, an analogous efficacy, much may be expected of it, provided that one knows how to use it. Far from being discouraged by our impotence, we might well, rather, be frightened by our power. If teachers and parents were more consistently aware that nothing can happen in the child's presence which does not leave a trace in him, that the form of his mind of his character depends upon these thousands of little unconscious influences that take place at every moment and to which we pay no attention because of their apparent insignificance, how much more would they watch their language and their behavior![1]

Durkheim suggests that teachers, through education, have all the means necessary to affect minds profoundly. The teacher was felt by him to possess qualities not unlike those of a priest and his influence as pervasive. The magnitude of his power was felt to be such that the teacher should feel strongly that he is an agent of a great moral "person" which is society. As an interpreter of the great moral ideas of his time and of his country, he must be aware of the importance of everything that eminates from him.

Certainly, one cannot examine teacher attitude without giving consideration to the social background teachers bring to school. They, like students, will have a social orientation which will influence their interaction with students and the other adults in the school setting. Boocock suggests that in excess of seventy-five percent of America's

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[1]Ibid.

teachers come from either upper-blue-collar or lower-white-collar families.[1] The obvious incongruency that results from situations wherein teachers are working with students of a higher or lower socio-economic level should be evident. There is also a tendency for the proportion of non-white students to exceed the proportion of non-white teachers which will result in the greatest incongruency occurring at the lowest socio-economic status schools. Since lower socio-economic schools are those in which teachers are likely to have a higher social position than the children and their parents, it is in these schools that children and parents are likely to be perceived in negative ways and thus be treated. Strategies to influence these perceptions on the parts of teachers, parents and children tend to remain one of the most sorely needed in all of public education and one to which few professionals nor institutions of higher learning are wont to respond.

Rosenthal and Jacobson, in their study of teacher expectations, concluded teachers could bring about intellectual competence simply by expecting it.[2] In their findings, they disclosed that teachers may well have treated

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[1]Sarane Spence Boocock, An Introduction to the Sociology of Learning (Boston: Houghton-Mifflin Co., 1972), pp. 123-153.

[2]Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, Inc., 1968), p. 180.

children in a more pleasant, encouraging, friendly and accepting fashion when they expected greater intellectual gains from them. In the judgment of the researchers, this favorable treatment probably had a positive influence on pupil motivation. Facial expression, gestures, and the entire posture of the teacher all could be factors that the child might interpret as meaningful behavior on the part of the teacher in terms of their relationships to the child. Such communications, verbal and non-verbal, the authors concluded, may have even helped the child to change his own self-concept, his expectations of his own behavior, his motivation, as well as his cognitive style and skills.

Ned Flanders and his associates developed a process of classroom interaction analysis for examining teacher-student relationships in classroom situations.[1] Their research tools consisted of (1) an observation period called interaction analysis, (2) several student attitude inventories assessing student perceptions of the teacher and the schoolwork, (3) a dependence-proneness test used for scaling this attribute among students; and (4) achievement tests used to measure learning achievement. The categories for analysis, which were developed in 1959, assigned seven of the dimensions for analysis to teachers, two of the dimensions

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[1]Ned A. Flanders, Teacher Influence, Pupil Attitudes and Achievement (Washington, D.C.: U.S. Government Printing Office, 1965), pp. 18-121.

to students and one to silent periods. Of the seven teacher dimensions, four were described by Flanders as influencing students indirectly. The four indirect influencing teacher behaviors were:

1. Accepts feeling
2. Praises or encourages
3. Accepts or uses ideas of student
4. Asks questions.

The categories that were considered to be of direct influence were:

5. Lecturing
6. Giving directions
7. Criticizing of justifying authority.

The two categories for student talk or activity were (1) student response and (2) student initiated activity.

Flanders used trained observers in his studies to determine the nature of classroom activity in effect at various times during observation periods. Their findings suggest that indirect influence is far more effective in eliciting positive pupil response. His research also disclosed that pupil attitudes are influenced more by teacher behavior than pupil behavior influences teacher attitude. And, finally, while their results were not conclusive in the minds of the researchers, all types of students scored higher on achievement tests when working with the more flexible or indirect teachers. This seemed to be true with students working in mathematics and social studies classes.

Alfred Gorman examined teacher attitude as it related

to classroom interaction processes.[1] The teaching-learning process, he says, has evolved from an authoritarian role to a more humanistic one in which the teacher is the one who guides learning activities. The teacher, to be effective, must be sensitive to interaction processes which are affected by internal group variables. These are listed as follows:

1. Membership
2. Climate of atmosphere
3. Communications network
4. Accepted ways of behaving
5. Communications skills

A teacher can make an effective group of its members if he is sensitive to the work and social needs of its members. He must not employ the big stick of institutional authority to suppress symptoms of group malfunction but use them as potential learning experiences. It is considered to be imperative that teachers as professionals become as sensitive to process as they must become to the social, emotional and work needs of the individuals and the group as a whole.

Gammage[2] points out the relationship of pupil

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[1]Alfred H. Gorman, Teachers and Learners, The Interactive Process of Education (Boston: Allyn and Bacon Inc., 1969), pp. 22-60.

[2]Philip Gammage, Teacher and Pupil, Some Socio-Psychological Aspects (London: Routledge and Kegan Paul Ltd., 1971), pp. 56-57.

motivation to teacher attitude in his book on the Teacher and the Pupil. He suggests that the learners motivation can be enhanced or damaged by the attitude of the teacher toward children. He suggests that the sensitive, well-prepared teacher will be aware that failure to learn or enjoy learning may be as much a result of fear or dislike of the teacher as it may be from a feeling about the subject or material to be learned.

Frymeier[1] studied the impact of teacher influence on pupil behavior and concluded that children tend to become the products of their perceptions. He suggests that his own research and the results of other studies indicate that children tend to become what their teachers are, i.e., if children are taught by domineering teachers, they will likely become domineering. If children experienced more integrative or democratic experiences in schools, then they would likely behave in ways that would enable them to function effectively in such environments.

Robert E. Herriott and Nancy Hoyt St. John[2] examined the impact of pupil background on teachers and principals. In their investigations, they discovered that teachers tend

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[1]Jack R. Frymeier, The Nature of Educational Method (Columbus: Charles E. Merrill Inc., 1965), pp. 56-63.

[2]Robert E. Herriott and Nancy Hoyt St. John, Social Class and the Urban School (New York: John Wiley & Sons, Inc., 1966).

to be considerably different from most of their children in community of origin due to increasing urbanization of the nation, i.e., teachers more likely than their students will have been raised in a small town or on a farm. They also found that teachers in schools of lowest socio-economic status, (SES) were the least satisfied with their teaching situations. In fact, most aspired to go "to a better neighborhood". There was every evidence that teachers in lower SES schools had lower morale and were generally more discontented. The authors suggest that

> If such dissatisfaction encouraged a teacher to improve the status quo for pupils, then it might produce better teaching. But in view of the desire of teachers to leave such schools and of the reports of teachers and principals as to teacher performance, it seems probable that teacher dissatisfaction should be considered a handicap to a school.[1]

Teaching performance, regardless of the criteria employed, was found to somewhat poorer in schools in lower SES attendance areas than in highest SES areas.

The role of the school principal is particularly important in any school, but in lower SES schools it takes on an even more significant dimension. Herriott and St. John discovered that as the SES declined, the proportion of non-white pupils, teachers, and principals rises, but the proportion of pupils rises much more rapidly than that of teachers,

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[1]Ibid.

and the proportion of teachers rises much more rapidly than that of principals. The very few non-white principals were typically located in low SES schools. The findings of the researchers indicated a pronounced lack of teacher-principal-pupil racial congruency which caused them to conclude that staffing and promotions were influenced by racial discrimination. There was, in addition, some indication of sex discrimination as the number of female administrators was discovered to be less than the proportion of teachers who were female. The principals in lower SES schools were found to be younger and less experienced. In view of the disclosure that principal performance in lower SES schools had a significant relationship to teacher performance in 19 out of 23 cases studied the role of the educational leader is especially meaningful as it relates to overall teacher well-being. The impact on the quality of education in lower SES schools seems to be directly related to this condition.

TEACHER ATTITUDE AND RACE

Racial attitudes are considered by many Americans to be among the most insidious and pervasive forces affecting the functions of democratic institutions. The influence of racial attitudes of school personnel, especially those charged with the instruction of our young children, must indeed be perceived to be of profound significance. If this country is ever to deal effectively with one of its most

serious social problems, the schools and their staffs must provide leadership and understanding far in excess of any yet imagined by most educators. No doubt, the Supreme Court, in its May 17, 1954, decision on school desegregation, discerned the nature and depth of this problem. The Court called this to our attention when it discussed the role of the public schools:

> Today education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibility, even service in the armed forces. It is the very fundamental of good citizenship. Today is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity to an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all children on equal terms.[1]

The court held that equal opportunity was denied to children who were separated from their peers solely because of race. The court went on to rule that such separation "generated a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone."[2]

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[1]Brown vs. Board of Education, 347 U.S., 483 (1954).

[2]Ibid.

The Supreme Court, in the second Brown decision, clearly rejected the separate but equal doctrine for schools by declaring them unequal. The task of compliance with the law of the land was then placed upon local boards of education.

The decision of the Court was, to some extent, influenced by the studies made by Kenneth and Mamie Clark.[1] The Clark's discovered that, even in three year old pre-school children, racial attitudes were beginning to develop. If given a choice, both white children and black children showed a preference for white dolls over brown dolls. They further discovered that all children wanted to be identified with groups having more power or status through their selection of white dolls. The pattern was clear for the Clarks that one race was to be preferred and the other was to be rejected, even by its members indicating to children of both racial groups something of the pattern of ideas he acquires about himself and the society in which he lives. In view of such evidence, the role that must be assumed by educators becomes abundantly clear if equality of opportunity in education is to become a reality in America.

Educators of both racial groups will undoubtedly be influenced by their own perceptions of both minority and

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[1]Kenneth Clark and Mamie Clark, "Emotional Factors, Racial Identification and Preference in Negro Children," Journal of Negro Education, XIX (1950), 341-350.

majority children. These perceptions will be directly related to the quantity and quality of their experiences with the opposite group as well as with their own group. Kenneth Clark brings this into focus for educators:

> Perhaps the most important of these subtle problems concerns the racial attitudes of Negro and white teachers and administrators, and the various direct and indirect manifestations of these attitudes. One must expect that white teachers and administrators who themselves have been influenced by patterns of segregation will bring to their initial contact with Negro students feelings, attitudes, and stereotypes reflecting their lack of previous contacts with Negroes. It is not uncommon for such whites to believe that Negro children are intellectually and psychologically different from white children, and that these differences will result in inferior academic performance. As a result of these assumptions, they believe that when a significant number of Negro students are admitted to their school the educational standards will be lowered, and that they must provide specialized counseling to confirm to their stereotyped notions of the Negro's inferior abilities and job opportunities. This results in the development of an actual inferiority in the Negro children which appears to justify the original assumption of their inferiority. The burdens on Negro children in an educational situation where they are regarded as peculiar, exotic, or inferior is intensified if they are rejected or ignored by their teachers and classmates. To be regarded and treated as a problem tends almost inevitably to make a human being a problem.[1]

Clark points out the importance of having blacks and whites as teachers, as administrators and in all other capacities in a school to demonstrate to children that adults in prestige and authority positions are not confined to one

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[1]Kenneth Clark, Prejudice and Your Child (2d ed.; Boston: Beacon Press, Inc., 1955), pp. 89-90.

group lest they come to believe that skin color is an aspect of status.

Some problems relating to race affect the black teacher in a rather unusual way. Clark suggests that they bring many of their own stereotypes and anxieties to new and integrated situations.[1] They can be self-conscious, hypersensitive and over-critical of themselves. Many know that they are constantly being compared to their white counterparts in ways that relate more to preconceived notions as opposed to actual performance. A well-prepared, sensitive administrator can be exceedingly important in establishing a climate where the initial manifestations of awkwardness can be easily overcome.

The tendency in public education has been to provide black teachers in larger numbers in low SES schools or schools with heavy black enrollments. While the need for "role models" for the black child is an appropriate consideration, it cannot always be assumed that the black teacher will fulfill that role in ways that are enhancing to the best interests of black children. There is a condition known as self-hatred which was first pointed out by Kurt Lewin.[2]

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[1]Ibid.

[2]Kurt Lewin, "Readings in Social Psychology," Group Decision and Social Change, Readings in Psychology, eds. Maccoby, Newcomb and Hartley, op. cit.

Lewin suggests that an individual may feel so intensely about identifying with the majority or "in group" that he may repudiate his own group. If learning situations are to be psychologically and socially enhancing to the self-image of all children, then care must be exercised to ensure that they are not the victims of prejudice from any staff member regardless of color or racial origin. The concept of self-hatred is also discussed by Kenneth Clark:

> The problem of self-hatred among Negroes must be understood as one aspect of the total pattern of feelings and attitudes of minority group members toward all other members of the society which relegates them to an inferior and humiliating status....
> As he learns from the whites the stereotypes about himself which form the substance of self-hatred, he begins at the same time to resent whites for imposing this stigma upon him. If there are to be significant changes in the Negro's attitude toward himself, these changes can come only from positive and fundamental changes in the way in which the larger society views and greets the Negro.[1]

The educational implications related to racial isolation in our public schools become obvious in terms of how such isolation is viewed by both white and black children and adults.

While the problems of caste and class are still among the forces at work in the school as a social institution, the racial differences in children and adults, perhaps because of visibility, still prevail among the more difficult in

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[1]Clark and Clark, op. cit., p. 51.

modern times. This is especially true in large urban areas.

Kenneth Clark continues to admonish educators by suggesting:

> If teachers and administrators recognize their responsibilities in the area of racial practices and procedures, including a concern for control of prejudiced behavior on the part of those in authority; if they refuse to exaggerate "racial" incidents or differences; if they are concerned with the constructive role of textbooks and class discussions; if they are sensitive to many subtle human problems that may be expected in transitional stages; if they realize that the overall atmosphere of the school, including the assignment of personnel, inevitably communicates either democratic or undemocratic racial patterns--then one can expect that in a surprisingly short time Negro and white children will gain a respect for one another based on intelligence and personality of each individual. Such an atmosphere will produce a setting where it will be possible to provide all children with the foundations of democratic education.[1]

In the final analysis teacher attitudes will reflect those of larger society for they are, in fact, people before they are teachers. But the overwhelming task of preparing children of this country for the demands placed upon it currently and in the future by a world whose inhabitants are more than 75 percent non-white falls heavily upon educators. Appropriate steps to respond to this demand must be a part of sound educational planning. Such planning, in order to be equal to the task, should have the support, if not its initiation, from the highest offices in this land if the so-called "American Dream" is to become reality for all Americans.

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[1]Ibid., p. 94.

PUPIL ACHIEVEMENT

The provision of a quality educational program for children is considered by many to be the primary responsibility of the school. Whether or not this is the case is currently the subject of many school related controversies and opinion polls. Increasingly, educators are called into account regarding the quality of education, i.e., pupil achievement. While the schools continue to be called upon to direct their activities toward solving a growing number of our nation's ills, there are those in the field who suggest that there should be more concentration in the things for which they are best prepared to do, i.e., teaching the basic skills.[1]

There are many factors related to pupil achievement, many of which lie outside the province of the school. Sarane Boocock suggests that it is not so important what happens in the educational program of the school with respect to pupil achievement but who the child interacts with while he is there.[2] It seems quite appropriate then to examine organizational climate, teacher attitude and achievement and their

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[1]Robert L. Ebel, "What are Schools For?" Phi Delta Kappan, September, 1972, 3-5.

[2]Boocock, op. cit., pp. 172-208.

interrelationships.

In this age of accountability, the school systems of the nation have been under constant fire by taxpayers. The effectiveness of the schools is openly challenged by educators in the system and a wide array of persons in the taxpaying public. The "track record" of public schools, as evidenced by pupil performance, in urban communities points up the need for careful examination and significant modification in philosophy, objectives, programming, staffing and evaluation. While the public schools have undoubtedly done a commendable job for some students, the increasing demands of a changing society, as well as the complexities of urbanization accompanied by diverse populations make the task of the school overwhelming if not impossible with its limited resources, both human and material.

Charles Silberman assesses schools by suggesting:

> It is not possible to spend any prolonged period visiting public school classrooms without being appalled by the mutilation everywhere--mutilation of spontaneity, of joy in learning, of pleasure in creating, of sense of self. The public schools, those "killers of the dream" to appreciate a phrase of Lillian Smith's, are the kind of institution one cannot really dislike until one gets to know them well.[1]

Silberman is well known for his emphasis on the "mindlessness,

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[1]Charles Silberman, Crisis in the Classroom (New York: Vintage Books, 1970), p. 10.

joylessness and oppressiveness" of the public schools in his scathing indictment of them in his book, Crisis in the Classroom. His views, however, are shared by more than a few lay and professional persons.

In America's cities especially the problem of pupil achievement is perceived by Coleman to be related to racial isolation.[1] In his study he extracted eleven outcomes related to this factor alone:

> 1. There are marked disparities in the outcomes of education of Negro and white Americans. Negro students typically do not achieve as well in school as white students. The longer they are in school the further they fall behind. Negroes are enrolled less often in college than whites and are much more likely to attend high schools which send a relatively small proportion of their graduates to college. Negroes with college education are less likely than similarly educated whites to be employed in white-collar trades. Negroes with college education earn less on the average than high-school educated whites. These disparities result, in part, from factors that influence the achievement, aspirations, and attitudes of school children.
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> 2. There is a strong relationship between the achievement and attitudes of a school child and the economic circumstances and educational background of his family. Relevant factors that contribute to this relationship include the material deprivation and inadequate health care that children from backgrounds of poverty often experience, the fact that disadvantaged children frequently have less facility in verbal and written communication--the chief vehicle by which schools measure student achievement--and the inability of parents in poor neighborhoods to become as involved in school affairs and affect school policy as much as more affluent parents.

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[1] James Coleman, Racial Isolation in the Public Schools, Report of the U.S. Commission on Civil Rights (Washington, D.C.: U.S. Government Printing Office, 1967), pp. 202-204.

3. The social class of a student's schoolmates--as measured by the economic circumstances and educational background of their families--also strongly influences his achievement and attitudes. Regardless of his own family background, an individual student achieves better in schools where most of his fellow students are from advantaged backgrounds than in schools where most of his fellow students are from disadvantaged backgrounds. The relationship between a student's achievement and the social class composition of his school grows stronger as the student progresses through school.

4. Negro students are much more likely than white students to attend schools in which a majority of the students are disadvantaged. The social class composition of the schools is more important to the achievement and attitudes of Negro students than whites.

5. There are noticeable differences in the quality of schools which Negroes attend and those which whites attend. Negro students are less likely than whites to attend schools that have well-stocked libraries. Negro students also are less likely to attend schools which offer advanced courses in subjects such as science and languages and are more likely to be in overcrowded schools than white students. There is some relationship between such disparities and the achievement of Negro students.

6. The quality of teaching has an important influence on the achievement of students, both advantaged and disadvantaged. Negro students are more likely than white students to have teachers with low verbal achievement, to have substitute teachers, and to have teachers who are dissatisfied with their school assignment.

7. The relationship between the quality of teaching and the achievement of Negro students generally is greater in majority-Negro schools than in majority-white schools. Negro students in majority-white schools with poorer teachers generally achieve better than similar Negro students in majority-Negro schools with better teachers.

8. There is also a relationship between the racial composition of schools and the achievement and attitudes of most Negro students, which exists when all other factors are taken into account.

   (a) Disadvantaged Negro students in school with a majority of equally disadvantaged white students achieve better than Negro students in school with a majority of equally disadvantaged Negro students.

(b) Differences are even greater when disadvantaged Negro students in school with a majority of disadvantaged Negro students are compared with similarly disadvantaged Negro students in school with a majority of advantaged white students. The difference in achievement for 12th-grade students amounts to more than two entire grade levels.

(c) Negroes in predominantly Negro schools tend to have lower educational aspirations and more frequently express a sense of inability to influence their futures by their own choices than Negro students with similar backgrounds attending majority-white schools. Their fellow students are less likely to offer academic stimulation.

(d) Predominantly Negro schools generally are regarded by the community as inferior institutions. Negro students in such schools are sensitive to such views and often come to share them. Teachers and administrative staff frequently recognize or share the community's view and communicate it to the students. This stigma affects the achievement and attitudes of Negro students.

9. The effects of racial composition of schools are cumulative. The longer Negro students are in desegregated schools, the better is their academic achievement and their attitudes. Conversely, there is a growing deficit for Negroes who remain in racially isolated schools.

10. Racial isolation in school limits job opportunities for Negroes. In general, Negro adults who attended desegregated schools tend to have higher incomes and more often fill white-collar jobs than Negro adults who went to racially isolated schools.

11. Racial isolation is self-perpetuating. School attendance in racial isolation generates attitudes on the part of both Negroes and whites which tend to alienate them from members of the other race. These attitudes are reflected in behavior. Negroes who attended majority white schools are more likely to reside in interracial neighborhoods, to have children in majority-white schools, and to have white friends. Similarly, white persons who attended school with Negroes are more likely to live in an interracial neighborhood, to have children who attend school with Negroes, and to have Negro friends.[1]

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[1] Coleman, op. cit., pp. 202-204.

Success in school in the form of pupil academic achievement seems inextricably related to certain of the aforementioned prevailing circumstances. In the urban school situation the Socio-economic status (SES) of a school typically has a definite relationship to pupil achievement.[1] In their study entitled Social Class and the Urban School, Robert Herriott and Nancy St. John concluded that there were many differences between schools of highest and lowest SES. Of particular importance was the relative differences found in reading achievement. They concluded:

> Achievement in reading dramatically differentiates pupils in schools of different SES levels. In schools of lowest SES, 43 percent of the pupils are reported to be one or more years retarded in this skill, as compared to 10 percent in schools of highest SES. Similar, if less striking, differences in other measures of academic achievement appeared in the reports of staff in schools of different SES levels. Further, according to both principals and teachers, the lower the school SES, the greater the percentage of pupils who are interested in academic achievement and who present discipline problems. Given such differences in school motivation and success, the very difference prognoses of elementary staffs at the various SES levels as to future school careers of their pupils are understandable.[2]

Most educators acknowledge the fact that the profession has not responded in any meaningful way to this continuing and expanding problem. Even in Pestalozzi's time,

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[1] Herriott and St. John, op. cit., pp.45-54.

[2] Ibid., p. 204.

there was evidence of both the prevalence of the problem and the need for an appropriate response to it by educationists.[1] Pestalozzi felt that the poor were entitled to an education as well as the well-to-do but should not be encouraged to have "fantastic dreams" of abolishing class distinctions and not to get silk stockings, velvet clothes and a clergyman's hat. He also felt education should not be a crumb dropped from the rich man's table but a right properly due everyone as a human which would enable the individual to lead a satisfying and productive life with dignity and a sense of personal worth. Pestalozzi expressed some disdain for wealth but related the poor to the image of Christ. He emphasized the importance of being poor as "an incentive which should make man exert all his powers to become hardworking and stay busy." Most important was his view of those who would teach the poor. He suggested that those best prepared to teach the children of the poor must be found within their own class. "Nobody will or can truly and effectively help the poor in their circumstances but the nobler among themselves." The problem of communicating with those of lower status social class distinction which prevailed at that time has, for whatever reasons, remained with educators as one of the most difficult.

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[1]Kate Silber, Pestalozzi, The Man and His Work (London: Routledge & Kegan Paul, 1960), pp. 185-197.

The fact that higher achieving students are always found to be in greater concentrations in higher SES schools with predominantly white populations continues to go unchallenged as an accepted reality amongst professionals in the field. Moreover, the inability, reluctance, or in some cases actual disdain the preponderance of teachers tend to have for the task of teaching children of lower class has evidently persisted for centuries and still remains with us. Obviously Pestalozzi recognized this in his time.

In his study for the Ph.D. degree at the University of Edinburgh, Roy Nash was concerned with social class, teacher attitude (or teacher perception) of children and pupil achievement in British schools.[1] In his conclusions he suggested that while teachers will not admit it or recognize the problem of partiality, they consistently send less favoured students to remedial classes. Nash suggests that most professionals acknowledge their inability to be rational or fair to certain of their clients but teachers refuse to recognize their prejudices against certain students. The overall result, Nash concluded:

> I assume that teachers expectations do affect a child's school performance insofar as they affect the development of the child's self-image. There is evidence that a child's self-perception is

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[1]Roy Nash, Classrooms Observed, The Teacher's Perception and the Pupil's Performance (London: Routledge & Kegan Paul, 1973), pp. 119-130.

> strongly influenced by the teachers perceptions of him. In the classroom there is a common agreement about the relative positions in the class of all its members. Each child knows his position with respect to that of everyone else. And taken as a whole, the estimates of the class closely match ability rankings made by the teacher.[1]

Nash cites examples of children who were disliked by teachers and isolated which resulted in reinforcing their negative self-images and further alienating them from the educational system. Support for such children was found only in other alienated children who were unfavorably perceived by teachers. The resulting effect on achievement becomes obvious and inevitable. Finally, Nash suggests:

> Because social class is a categorization applied to pupils it is almost always assumed that the reasons for the relative failure of w working class children in the educational system must lie in the child. It is rarely understood that every such account implies a corollary on on the part of the teacher. It is argued, for example, that working class children use language structures which prevent them understanding the language used by teachers. But this argument may be turned on its head. Teachers may be unsuccessful in teaching working class children because they are unable to accommodate their language structures to the children they teach. Actually, the argument makes more sense like this. After all, if language matching is what is needed then trained teachers ought to be more capable of bringing it about than young children.[2]

Nash closes out his paper by indicating that the responsibility for motivation and achievement must ultimately rest with the educational system for that is its primary

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[1] Ibid.

[2] Ibid.

function and they are best equipped to respond to the task. A careful examination of teacher preparation programs, however, may leave this assumption open to question. The fact that interpersonal relationships between teachers and children who are either disadvantaged in some way are not responsive to their offerings has been repeatedly established. The resulting effect on achievement is both profound and predictable.

Educators have known for many years that children in lower status schools tend to achieve at a rate and level below that of their middle and upper class counterparts. The role of the teacher in this phenomenon has not been without considerable attention by theorists and researchers. Davis and Dollard[1] examined the influence of social class standards in the classroom and concluded that the lower-class child is often punished for simply being lower-class. They also found that,

> he is stigmatized by teachers and their favored students on grounds of the "ignorance" of his parents, the dialect he speaks, the appearance of his clothes, and, very likely, the darkness of his skin.[2]

As one might suspect, pupil achievement in such classrooms is consistently below that in classrooms where middle class

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[1]Allison Davis and John Dollard, Children of Bondage (Washington, D.C.: American Council on Education, 1940), pp. 284-285.

[2]Ibid.

children are present in large numbers. Boocock says that the communication by middle class parents of a certain set of values and of an outlook on life that incorporates educational and occupational success in turn produces higher actual achievement when the child gets to school. She suggests that the most powerful predictor of pupil performance in school is SES.[1]

CONCLUSION

The concept of Organizational Climate has evolved as one of the most important factors to be considered in the field of educational administration. There does not seem to be one universally accepted definition; but there is some consistency among the authorities regarding its importance and impact on the success of the organization. If an organization is to function effectively, its climate must be healthy in terms direct relationship to both individual needs and organizational goals. Good "human relations" must prevail in an effective and efficient organization. If such is not the case, human tragedy often results. If the organization is a school, the toll on the lives of children can be staggering in its effect. It is important that organizational goals be kept in proper perspective in relation to individual social needs.

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[1]Boocock, op. cit.

An imperative for each educational administrator should be the improvement of climate. This must be a continuing and unceasing process. It requires total commitment and presents a myriad of problems and sacrifices on the part of the leader but the rewards in human benefits can be huge. Both children and staffs in our schools are deserving of the very best that can be provided in the way of a healthy climate.

What happens in schools is very directly dependent upon the attitudes of teachers and other staff members. There is considerable evidence that teachers often view children differently with respect to values, race, social-class and perceived ability. The success children have or do not have in school may be directly related to the perceptions that their teachers have of them, their parents, the school itself and their instructional responsibilities. When teacher attitudes are favorable they will likely approach their work with enthusiasm and considerable thrust. When attitudes of teachers are indifferent or unfavorable, the infinitely demanding and complex job of providing good instruction is unlikely. The attitudes of teachers along with the climate of the school emerge as exceedingly important in the educational process.

Pupil performance, or the lack of anticipated achievement by pupils, is increasingly drawing the attention of educational leaders, boards of education and the public at

large. Critics continue to emphasize the ineffectiveness of education provided to children, especially those in lower status schools in urban centers. There are indications in the literature that pupil achievement is both directly and indirectly related to factors held in high esteem by teachers such as SES, race, and middle class values. Teacher expectations appear to influence the instructional process and pupil performance. The special educational needs of children from lower class backgrounds tend not to be among the higher priorities in urban schools when one examines pupil progress in those schools over extended periods. Certainly the need to provide improved education in these schools throughout the nation must be evident and urgent. If this is to occur, healthy climate and wholesome teacher attitudes must be in evidence.

Chapter 3

DESIGN OF THE STUDY

The primary purpose of this research was to determine if relationships existed between the organizational climates of selected elementary schools, teacher attitudes, and pupil achievement as determined by scores of fourth and sixth grade pupils on a standardized test of basic skills. The methods employed in collecting the data and analyses are briefly reviewed in this chapter. The hypotheses that were tested in the investigation are also presented.

DESCRIPTION OF THE SAMPLE

Of the 50 elementary schools in the Des Moines Independent Community School District, the Organizational Climate Description Questionnaire had been administered in forty by a distinguished colleague, Dr. Aris Petasis as a part of his study for the doctorate.[1] In this study, schools with first year principals were excluded as were the climate scores for first year teachers. The teachers were excluded because the OCDQ was administered early in the year and their scores at this early date would be of questionable validity. This same rationale was applied

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[1]Aris P. Petasis, "The Relationship of Organizational Climate to Selected Variables" (unpublished Doctor of Education Dissertation, Drake University, 1974), pp. 55-61.

to first year principals. Thirty-one of the schools were served by one full-time principal each.

There were additional reasons why the Des Moines School District was selected for the present study: (1) the district had agreed to the study in view of the need to follow up earlier studies relating to climate, (2) there is a strong relationship between the university and the school district, and (3) the investigator is currently employed as Executive Director of Elementary Education for the school district.

From the forty schools which had been given the OCDQ three pairs of schools were selected which differed from each other in relation to the socio-economic level of the children who attended them. Two schools qualified for funds under Title 1 of the Elementary and Secondary Education Act of 1965. This federal act provides supplementary funds for schools which have high concentrations of low-income children. Two additional schools were selected which have high concentrations of children from high-income families. This determination was made by the investigator's estimation of the number of children of successful professional and business persons in those schools and the amount of status attributed to the selected schools by professional educators and other community persons.

The final two schools were considered to be "middle-income" (or average SES) schools in view of the wide range

of income of the families whose children attended them and the fact that the two schools would not qualify in either of the aforementioned categories.

The results of the Petasis study indicated that most of the climates of the schools were closed. To the degree possible, a special attempt was made to examine schools whose climates differed.

The Minnesota Teacher Attitude Inventory was administered to the teachers in each of the three pairs of schools by staff persons from the Department of Evaluation of the Des Moines Independent Community Schools District. It was felt that the results would be of greater validity if the investigator was not present and names of those being examined were not affixed to answer sheets unless teachers chose to do so. Paraprofessionals were not examined. The Department of Evaluation staff also scored and computed mean scores for each of the six schools.

In October of each year the Iowa Test of Basic Skills is administered to all of the fourth and sixth grade children in the district. The administration of the test is directed by the Department of Guidance and Testing. The actual testing is done by classroom teachers. Answer sheets are machine scored. Mean scores are provided for each school and grade equivalent scores for each child and each grade are provided. National norms are used.

REVIEW OF THE INSTRUMENTS USED

The Organizational Climate Description Questionnaire, hereinafter referred to as the OCDQ, was developed by Andrew Halpin and Don Croft.[1] The instrument is composed of 64 items which the two researchers settled on after reviewing in excess of 1000 statements which were felt to characterize behaviors commonly found in elementary schools. Seventy-one schools were used for their standardization process. Six geographical areas of the United States were utilized. The instrument is widely used in determining climate in elementary schools today.

The OCDQ is divided into eight subtests; four are concerned with the principal as a leader and four are directly related to the teachers as a group. By employing factor analysis the researchers identified eight climate dimensions which they used to determine six organizational climates. The eight dimensions are: (1) disengagement, (2) hindrance, (3) esprit, (4) intimacy, (5) aloofness, (6) production emphasis, (7) thrust, and (8) consideration. The first four dimensions relate to the teachers as a staff or group and the remaining four are focused on the principal as an educational leader.[2]

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[1]Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), pp. 131-253.

[2]Ibid., pp. 150-151.

The six climates identified by Halpin and Croft ranged from "open" to "closed" along a continuum. The climates described are: (1) open, (2) autonomous, (3) controlled, (4) familiar, (5) paternal, and (6) closed.

A brief description of the eight climate dimensions is provided for clarification. Halpin and Crofts' description is included in Appendix A.

Disengagement. This dimension is concerned with the teachers. When teachers are "not with it" or out of phase with what is going on, especially the task of the moment, disengagement is high. Disengaged teachers are only going through the motions and not likely to be effective in providing a strong, well focused educational program for children.

Hindrance. This dimension is concerned with leaders. Teachers perceive that the leader is officious in assigning meaningless and unproductive tasks that do not relate to the real business of teaching. They feel overburdened with "busywork" that tends to diminish their energies and deter them from imaginative and creative planning and meeting the individual needs of children. They see the leader as impeding rather than facilitating their work as educators.

Esprit. This dimension is concerned with teacher morale.[1] A most important dimension which speaks to the needs of teachers to feel that their social needs are being

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[1]Ibid., p. 151.

satisfied and that something is being accomplished. Authenticity prevails in the leader-staff relationships and organizational goals are accepted and supported by all. Halpin and Croft consider esprit the most important dimension concerned with teacher behavior.

Intimacy. This dimension is concerned with teachers. The spirit of togetherness that teachers have amongst themselves which is not necessarily concerned with the task or its accomplishment is referred to in this dimension. There is high intimacy when teachers enjoy each others company.

Aloofness. This dimension is concerned with leader behavior. The aloof leader keeps himself emotionally distant from his staff. Face-to-face relationships are minimal and there is not a "feeling" relationship with teachers. Rules and policies govern his contacts and interpersonal relationships are formal rather than warm and intimate.

Production Emphasis. This dimension is concerned with the principal. The principal emphasizes production to the exclusion of meeting social or personal needs of the staff. He is highly directive and insensitive to feedback from teachers.

Thrust. This dimension is concerned with the principal. The principal is concerned with setting an example as an educational leader. Thrust behavior tends to be characterized by the principal's attempt to motivate teachers and engender pride and a sense of accomplishment in them and

in the organization. He is authentic and demonstrates confidence in his staff which enables them to obtain satisfaction from their work. Thrust is considered by Halpin and Croft to be the most important dimension concerned with the behavior of the principal.

Consideration. This dimension is concerned with the principal. The principal is humanistic in his outlook regarding his staff and their personal needs. He perceives them as needing to maintain a sense of personal worth as they perform their tasks and tries to be sensitive to all of the dynamics of their jobs as staff members.

Following is a brief description of the six organizational climates. A more definitive description of the climates appears in Appendix B.

The Open Climate. Morale is quite high in a school with an open climate. There is pride and a sense of accomplishment. The objectives of the organization and those of the staff have some congruency. Strong leadership, by example, prevails and the principal obtains production because of consideration and integrity. Consideration is high and busywork is at a minimum. Genuine behavior by the leader sets the tone for this climate.

The Autonomous Climate. Teachers in an autonomous climate enjoy almost complete freedom so that tasks can be accomplished and social needs met simultaneously. Teachers achieve goals and work well together. Hindrance is low and

esprit is high and thrust is reasonably high. Production emphasis is low and consideration is average. The principal works hard so thrust is high. He is genuine and somewhat flexible but more restricted than the open climate principal.

The Controlled Climate. The controlled climate is marked by an emphasis on achievement at the expense of social needs satisfaction. There is hard work and morale is high and teachers are engaged. The principal is domineering and inflexible. He exercises forceful control and there is little time for meeting social needs or developing warm relationships among teachers. The leader is insensitive to criticism.

The Familiar Climate. The familiar climate is characterized by friendliness between the principal and teachers. Unfortunately the cause has little to do with task-achievement but is due largely to social needs satisfaction which prevails amongst the teachers. The principal is a "good guy," "one of the boys" and disengagement is high. The thrust demonstrated by the principal is related to his looking out for his staff and not from task accomplishment.

The Paternal Climate. This climate is partly closed. The principal is not genuine and seems ubiquitous by his staff. Esprit is low, disengagement is high. Hindrance is low because the leader absorbs himself in busywork and relieves the teachers to some extent. Production emphasis is high. The principal is overprotective and over

solicitous. Consideration is high but this is to satisfy the social needs of the principal. Thrust is fairly high but teachers do not find the principal to be worthy of emulation.

The Closed Climate. Group members obtain little satisfaction in respect to either task accomplishment or social needs. This climate is least genuine. Esprit is low; the leader is aloof and phony. Thrust is low and the only bright spot is due to friendly relations teachers have with each other. The principal wants more done but sets a poor example. He is inconsiderate. A closed climate is one felt by Halpin and Croft to need "radical surgery."

The Minnesota Teacher Attitude Inventory (Form A) was developed by Walter W. Cook, Carroll H. Leeds and Robert Callis.[1] The inventory, hereinafter referred to as the MTAI, contains 150 items to which teachers may respond by: "SA" Strongly Agree, "A" Agree, "U" Uncertain, "D" Disagree, or "SD" Strongly Disagree. The instrument attempts to determine how well the respondent will get along with children and how well he will be satisfied with teaching as a profession. One direct use of the instrument is for those preparing for the teaching profession. It attempts to assess the extent to which teachers perceive children as persons of worth and with rights whose skills are to be developed in an accepting, wholesome atmosphere of cooperative endeavor. Honesty, justice and integrity should be provided by the teacher and

expected from pupils. A sense of humor should be an integral dimension of the classroom experience. A more detailed description of the MTAI rationale appears in Appendix B. The instrument attempts to discriminate between teachers who have good rapport with children and those who do not. It is the author's perception that teachers who are inferior are insecure socially. Considerable emphasis is placed on this premise. The authors assume that teachers who rank at the high end of the scale are those who will be able to maintain a state of harmonious relations with their pupils characterized by mutual affection and sympathetic understanding. Teachers and pupils should enjoy each other and the work being done. Severe disciplinary action should rarely occur. At the other end of the scale would be the teacher who has poor relations with pupils and who would be likely to dominate the classroom creating an atmosphere of fear and submission. The teacher in this category would think in terms of the correctness of his position, the subject matter to be covered rather than the personal needs of the pupils and what they feel or need.

The Iowa Tests of Basic Skills are eleven separate subtests covering a wide range of skills development. They are organized into six levels so that pupils may take tests most appropriate for their age and stage of development. The authors, A. N. Hieronymus and E. F. Lindquist, suggest that the test content has been very carefully selected to

represent the best in curriculum practices and course content with an emphasis upon social utility and relevance for a diverse population. The tests are concerned with the following areas and have specified time limits: Vocabulary, Reading comprehension, Language skills, Work-study skills and Mathematics skills.

In the Des Moines Independent Community Schools, the tests are given each year to children in the fourth and sixth grades. Administration of the tests is the responsibility of the Department of Guidance and Testing. Testing occurs in the month of October. This time provides opportunity for teachers to get school started and pupils into their work for the year and also provides sufficient time for them to use the results of the tests to modify instruction for the remainder of the year. The tests are machine scored by the Mid-Iowa Educational Computer Center (MIECC) and individual pupils' scores on each of the tests and subtests are returned to each school by December of the school year.

For the purposes of this study, grade equivalent scores for six schools have been computed. The grade equivalent scores were utilized as one measure of the level of achievement in the schools examined. While standardized tests tell only a part of the story of the varied and complex experiences young people have in school, they still obtain as one of the more objective indices upon which parents,

boards of education and educators rely in assessing the quality of education at school.

TREATMENT OF THE DATA

All data pertaining to the Organizational Climate Description Questionnaire were obtained from the Petasis study.[1] Dr. Petasis used a computer scoring service at the University of North Carolina which was developed by Dr. Andrew Hayes for scoring the OCDQ. He used the original data sample from the 71 elementary schools used by Halpin and Croft for standardizing all scores.

School means were normatively standardized. Means were computed from each of the subtests of the questionnaire. Raw scores were computed for each respondent in forty elementary schools and means were computed from these raw scores. The raw means were standardized utilizing the means and standard deviations from the original sample of 71 elementary schools. The standardized scores which resulted were then converted to have a mean of 50 and a standard deviation of 10.

To compute openness scores, Dr. Petasis employed the normative standardized school means of Esprit and Thrust scores and then subtracted the Disengagement scores (ESP + THR - DIS). His rationale for computing openness scores in this way was based on Halpin and Croft's Prototypic profiles

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[1]Petasis, op. cit., pp. 66-70.

as indicated in Table I. In the ranking of climates with respect to openness and closedness, Thrust, Esprit and Disengagement tended to contribute most to the description of that factor.

TABLE I

PROTOTYPIC PROFILES* FOR SIX ORGANIZATIONAL CLIMATES RANKED IN RESPECT TO OPENNESS VS. CLOSEDNESS[1]

	Group's Characteristics				Leader's Characteristics			
Climates	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Open	43**	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

* These profiles are based solely on those schools in the sample which secure a high loading on only one profile-factor.

**The numbers represent double-standardized scores (both normatively and ipsatively), with a mean of 50 and a standard deviation of ten.

The Minnesota Teacher Attitude Inventory was administered in six selected schools by the staff of the Department

[1]Halpin, Theory and Research, op. cit., p. 174.

of Evaluation. The raw mean of the raw scores was computed for each school. The inventories were hand scored by the evaluation staff as the sample was small. The norms utilized were for large systems with more than 21 teachers all of whom have at least four years of training.

Grade equivalent scores on the Iowa Test of Basic Skills (ITBS) were provided to the investigator by the Department of Guidance and Testing in the school district. The ITBS scores were obtained during the same month (October) as the OCDQ scores only one year later than the scores for organizational climate. Both percentile scores and grade equivalent scores were available but for the purposes of this study only grade equivalent scores were used.

It was not considered necessary to utilize all forty schools in the Petasis study in examining teacher attitude and pupil achievement. Only six schools were examined. Three pairs of schools were classified as high, middle and low socio-economic level pairs were used in the sample. Climates differed in each of the individual schools. The Climate Classifications for both the teachers and the building principals are shown in Table II.

In the six schools examined, there were a total of 110 teachers and over 2600 children (K-6). All buildings had principals who had only the one building as his (her) sole responsibility. The breakdown of teachers and children is provided in Table III.

TABLE II

CONGRUENCY IN PERCEPTION OF CLIMATE TYPES BY TEACHERS AND PRINCIPALS IN THE SAMPLE OF SIX SCHOOLS (ELEMENTARY) IN THE DES MOINES SCHOOL SYSTEM (K-6) OCTOBER 1973

School	Similarity Score		Climate Classification	
	Teachers	Principal	Teachers	Principal
A	56	72	Autonomous	Open
B	71	46	Autonomous	Autonomous
C	55	56	Controlled	Controlled
D	48	69	Closed	Paternal
E	61	65	Closed	Controlled
F	44	59	Closed	Closed

TABLE III

NUMBER OF TEACHERS AND CHILDREN IN THE SELECTED SIX ELEMENTARY SCHOOLS IN THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, 1973

School	Number of Teachers	Number of Children
A	20	497
B	13	453
C	12	365
D	20	543
E	22	248
F	23	498

STATISTICAL DESIGN AND ANALYSIS FOR THE TESTED HYPOTHESES

The examination of the literature related to climate and organizational behavior suggested to the investigator that the tasks to be accomplished by the organization would undoubtedly be influenced by the various dynamics which have a bearing on the work environment. For example, Stogdill analyzes group achievement (productivity) as it relates to integration and morale.[1] He sees morale to be concerned with freedom from restraint and integration as the capacity to maintain structure under stress. He suggests that

> An increase or decrease in inputs permits an increase in productivity, morale, and integration simultaneously. However, with inputs constant, an increase in productivity is accomplished at some expense to integration. An increase in integration involves some decrease in productivity. Morale is usually, but not always, related positively to productivity. Morale tends to be higher under medium degrees of integration than under extremely high or low degrees of integration.[2]

Inasmuch as a study was being conducted by Aris Petasis in the Des Moines Independent School District it was considered appropriate to utilize these findings to further explore the impact of climate and other factors on productivity, or pupil achievement.[3]

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[1] Ralph M. Stogdill, Individual Behavior and Group Achievement: The Experimental Evidence (Fairlawn, N.J.: Oxford University Press, 1959), pp. 273-290.

[2] Ibid.

[3] Petasis, loc. cit.

It was decided that three hypotheses would be tested. The investigator used the .05 level of significance as a basis for rejecting the null hypotheses.

The hypotheses tested are presented here as well as the methods used in arranging and processing the data. The test statistic utilized in each case is also indicated.

Hypothesis #1:

There is no relationship between school organizational climate and pupil academic achievement.

In order that the stated hypothesis could be tested, it was necessary to state it in the null form. Evidence in the literature suggests that the climate that tends to be more accepting of pupils and teachers would, then be one that logically sets the stage for learning. One measure of learning that takes place in schools is the Iowa Test of Basic Skills. It was decided to use the correlation coefficient to determine if there was a relationship. The formula used to compute the correlation coefficient is as follows:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

Since the possibility of the outcome going in any direction existed, the null hypothesis and its alternative

formulated as follows:

$$H_o: \quad r = 0$$

$$H_1: \quad r \neq 0$$

Where: r = population correlation coefficient between organizational climate scores and pupil achievement (grade equivalents for grades 4 and 6) scores.

Hypothesis #2

There is no relationship between teacher attitude toward pupils and school organizational climate.

Increasingly the learning environment is examined in the literature with respect to its varying conditions which effect the learning process. The teacher-pupil relationships are among the most important factors in providing high quality education. Nash suggests

> One of the commonest ways in which we, as adults, suppress the creative freedom of children is through what I would call the authority of expectations. We limit the creativity of many children by holding unduly low expectations of what they can become. Children arrive at their own evaluations of themselves partly through their perceptions of what we expect of them. In large measure they docilely become what we appear to expect them to become....[1]

The attitudes of teachers toward their charges must

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[1]Paul Nash, Authority and Freedom in Education: An Introduction to the Philosophy of Education (New York: John Wiley & Sons Inc., 1966), p. 266.

be perceived as integral to making any determinations about climate. It seems appropriate to determine if there is a relationship between these two vitally important factors in the schools under examination.

In order to test the hypothesis it was stated in the null form. The correlation coefficient was again used to test this hypothesis and its alternative formulate as indicated below.

To obtain the most definitive results nine tests were performed:

1. One test correlated the openness score and teacher attitude.

2. One test each for eight climate dimensions and teacher attitude.

Hypothesis #3

There is no relationship between teacher attitude toward pupils and pupil academic achievement.

In his doctoral dissertation, Dr. Robert L. Whitt pointed out the singular importance of teacher attitude in the learning process and pupil achievement.[1] Dr. Whitt discovered that, without exception, there was a steady and consistent drop in pupil achievement as measured by

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[1]Robert L. Whitt, "A Study of Teacher Personal and Professional Attitudes as They Relate to Student Self-Concept and Attitudes Toward School in Thirteen Inner-City Schools in the Flint Experimental BTU Program" (unpublished doctor's dissertation, Wayne State University, Detroit, Michigan, 1966).

standardized tests in reading, spelling, language arts, and arithmetic in fifty-four selected classrooms used in his study in the inner-city schools in Flint, Michigan. The tests used were Stanford Achievement Tests for grades three and four and Science Research Associates for grades five and six.

Again it is also important to refer to Rosenthal and Jacobson regarding the importance of teacher expectations.[1] They concluded that one person's expectations of another could come to serve as a self-fulfilling prophecy. In the eight climate subtests developed by Halpin and Croft some appeared to be directly related to attitude. It was felt that this factor should be examined with respect to its influence on pupil achievement if this could be determined.

It was necessary to perform two tests to obtain the results for this hypothesis. The correlation coefficient was carried out to examine:

1. The relationship of teacher attitude to pupil achievement in six schools testing grade four only.

2. The relationship of teacher attitude to pupil achievement in six schools testing grade six only.

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[1]Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, Inc., 1968).

SUMMARY

The investigation was designed to explore what relationships, if any, existed between organizational climate, teacher attitude and pupil achievement in selected elementary schools in the Des Moines Independent Community School District.

Since organizational climate data were available for 40 elementary schools, it was felt that only three selected pairs of schools from upper, middle and lower socio-economic levels would be used in the sample. These schools had a total of 110 teachers and 2604 students.

In addition to the data obtained from the Petasis study in which the OCDQ was used, test data was obtained from the Des Moines School District Department of Guidance and Testing. That department provided grade equivalent scores for fourth and sixth grades for the sampled schools.

The Minnesota Teacher Attitude Inventory was administered by the Department of Evaluation in the School District. The Department staff hand scored the inventory as the number examined was not excessively large. The procedures for processing the test data have been covered in this chapter.

Chapter 4

PRESENTATION OF THE DATA

This chapter will consist of the presentation of the data with respect to the three pairs of elementary schools being examined and the researcher's analysis of that data.

REPORT OF THE FINDINGS

It is important to present some information regarding the classification of schools into climate types. Halpin and Croft used similarity scores to establish organizational climate categories.[1] They obtained these scores by computing the absolute difference between each subtest score in a school's profile and the corresponding score in the first prototypic profile, then in the second one, and so on.

Petasis[2] was advised by the scoring process developer, Hayes, that schools can be most accurately classified if they have a similarity score of about 45. If the similarity score is less than 45, there is more definiteness about the extent to which a specific climate is perceived. If the similarity score is between 46-55 there is some ambivalence

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[1]Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), p. 132.

[2]Aris P. Petasis, "The Relationship of Organizational Climate to Selected Variables" (unpublished Doctor of Education dissertation, Drake University, 1974), pp. 86-88.

on the part of the respondents with respect to their perceiving a specific climate type. If the similarity score exceeds 56 the dissimilarities between the assigned climate type and the others are even more indefinite and obscure.

Petasis[1] discovered, in his sample of 40 elementary schools in the Des Moines Independent Community School District, most principals perceived their climates differently than did their teachers. Principal's perceptions of their schools tended to be more toward openness while those of the teachers were toward closedness. Moreover, teachers were more definite with respect to their perceptions than were principals in assigning a larger number of schools to the less than 45 category.

The double-standardized scores for the six schools under study are taken from the Petasis study. Climates and similarity scores as perceived by the building principals are in Table IV.

It is noteworthy that none of the six principals perceived the climate in his building to be closed or familiar.

The teachers perceptions, also provided by Petasis[2] are offered in Table V.

As indicated in the Table V taken from the Petasis

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[1]Ibid.

[2]Ibid., pp. 89-90.

TABLE IV

DOUBLE-STANDARDIZED SCORES GROUPED WITH RESPECT TO THE SIX CLIMATES AS PERCEIVED BY PRINCIPALS IN THE SIX SELECTED ELEMENTARY SCHOOLS IN THE DES MOINES SCHOOL SYSTEM (K-6)

School Designation	Dis.	Hind.	Esp.	Int.	Alo.	Pro Emp.	Thr.	Cons.	Similarity Score
				OPEN					
A	51	51	64	58	50	42	45	33	72
				AUTONOMOUS					
B	47	32	62	60	52	44	48	52	46
F	48	57	53	63	50	40	33	50	59
				CONTROLLED					
C	39	62	54	58	37	57	44	46	56
E	47	59	57	51	45	58	30	49	65
				PATERNAL					
D	45	49	39	45	52	48	48	70	69

TABLE V

PROFILES GROUPED WITH RESPECT TO THE SIX ORGANIZATIONAL CLIMATES AS PERCEIVED BY TEACHERS IN THE SAMPLE OF SIX SCHOOLS IN THE DES MOINES SCHOOL SYSTEM (K-6)

School Designation	Dis.	Hind.	Esp.	Int.	Alo.	Pro. Emp.	Thr.	Cons.	Similarity Score
(NO SCHOOL WAS CLASSIFIED AS OPEN)									
AUTONOMOUS									
A	47	40	64	54	58	49	35	48	56
B	47	55	52	47	66	45	33	51	71
CONTROLLED									
C	42	56	59	48	53	55	31	52	55
(NO SCHOOL WAS CLASSIFIED AS PATERNAL)									
CLOSED									
D	62	63	44	44	53	45	36	51	48
E	52	43	45	51	63	51	33	58	61
F	53	62	43	53	57	49	32	47	44

study, three of the six schools were perceived to be closed by the teachers while none was perceived to be open. Moreover, teachers, as indicated by the proximity of the similarity scores, tended to be more definite about climate categories than were principals.

To determine their relationship between openness and pupil academic achievement the coefficient of correlation was used. It is important to reaffirm that openness is not a climate dimension. Openness is determined by subtracting disengagement from the sum of the scores on thrust and esprit subtests (Thr + Esp - Dis). According to Halpin and Croft,[1] "We surmise that if we were to analyze the data for second order factors, we would find that all the eight subtests probably could be 'explained' in terms of one general factor--Esprit." The Thrust dimension seems to have some relationship to Esprit. In the open climate as described in the prototypic profiles developed by the authors, high Esprit tends to be associated with high Thrust as both are positive factors in establishing the appropriate conditions for the group to have their social needs satisfied while achieving the assigned task. Disengagement, on the other hand, is a negative factor. High Disengagement tends to impede task achievement in addition to reducing the ability of the group to accomplish social needs satisfaction. When teachers are

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[1] A. Halpin and D. Croft, Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963), p. 163.

disengaged, they are unable to work together effectively. Openness, then, will be employed as an index of climate for this study.

The Data Related to the First Hypothesis

Hypothesis #1:

There is no relationship between school organizational climate and pupil academic achievement.

Eighteen correlations were computed to test this hypothesis. Mean grade equivalent scores from six selected elementary schools for both fourth and sixth grades were correlated with each of the eight climate subtests. Openness scores for the six selected schools were correlated with mean grade equivalent scores on the ITBS for both fourth and sixth grades. Three hundred sixty-seven pupils were included in the sample for fourth grade. There were 371 sixth graders tested. The Openness scores represented the perceptions of 88 teachers in the six selected elementary schools in the Des Moines Independent Community School District.

Openness scores for the six schools in this study were correlated with mean grade equivalent scores reported on fourth and sixth grade children who took the Iowa Test of Basic Skills in October, 1974, in these same schools. This, for each grade (fourth and sixth) there are six mean grade equivalent values to correlate with the six respective Openness scores. The results for fourth grade are offered in

Table VI. The results for sixth grade are shown in Table VII.

TABLE VI

PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN OPENNESS SCORES AND GRADE EQUIVALENT PUPIL ACHIEVEMENT SCORES OF FOURTH GRADE PUPILS ON THE ITBS IN SIX DES MOINES ELEMENTARY SCHOOLS (1974)

Schools	Openness Score	Number of Pupils	Composite Grade Equivalent Scores
A	52	73	43
B	44	78	49
C	49	48	39
D	28	74	37
E	35	20	33
F	31	74	34
		N=367	
Coefficient of Correlation		r = .63	

TABLE VII

PEARSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN OPENNESS SCORES AND GRADE EQUIVALENT PUPIL ACHIEVEMENT SCORES OF SIXTH GRADE PUPILS ON THE ITBS IN SIX DES MOINES ELEMENTARY SCHOOLS (1974)

Schools	Openness Score	Number of Pupils	Composite Grade Equivalent Scores
A	52	81	61
B	44	78	67
C	49	58	58
D	28	69	57
E	35	25	50
F	31	60	50
		N=371	
Coefficient of Correlation		r = .60	

It is evident that in each of the cases involving fourth and sixth grades achievement and openness the null hypothesis is retained. The tests performed do not yield results from which conclusive statements can be made as neither correlation was sufficiently large (.754) to reject the null hypothesis. The results of both tests were essentially the same, $r = .63$ for the fourth grade and $r = .60$ for the sixth grade.

The fact that the measures of relationship are in the same direction for both grades would indicate a relationship between openness of climate and student achievement might exist. The probability of such results occurring by chance when no relationship exists, however, is greater than .05, so it cannot be said with any assurance that such a relationship exists. Task accomplishment in the school is undoubtedly influenced by a myriad of factors many of which were felt to be related to climate and climate dimensions. However, the tests employed by the researcher to determine the extent to which climate influenced pupil achievement in six selected elementary schools did not yield evidence sufficient to reject the null hypothesis.

Pupil achievement scores were correlated with each of the climate subtest scores to show what relationship, if any, existed between pupil achievement and each climate dimension. Since these correlations were not considered to be the major thrust of testing this hypothesis, the results are not reported in the main body of this text but are provided in

Appendix C. Coefficients of Correlation for pupil achievement in fourth and sixth grades with each of the respective climate dimensions are shown. In only one case did a climate dimension show a relationship ($r = .754$) significant at the .05 level. The Coefficient of Correlation between the climate dimension Intimacy and pupil achievement for the sixth graders was .95. The r which resulted when Intimacy was correlated with achievement for fourth grade was .30. This test indicated no relationship beyond chance. In eighteen tests it was impossible to reject the null hypothesis.

The Data Related to the Second Hypothesis

Hypothesis #2:

There is no relationship between teacher attitude toward pupils and school organizational climate.

In order to test this hypothesis nine separate tests were performed. Openness, which is a calculated climate type rather than a climate dimension was correlated with teacher attitudes as determined by mean raw scores for each school on the Minnesota Teacher Attitude Inventory. Each of the eight climate dimensions was also correlated with the mean raw scores for teacher attitude. The results of these climate dimension tests are shown in Appendix D.

The Pearson Product-Moment Coefficient of Correlation for Openness and the Minnesota Teacher Attitude Inventory (MTAI) is shown in Table VIII. The r of .65 only suggests that

a relationship could exist between Openness and teacher attitude. The probability of such results occurring by chance when no relationship exists exceeds .05 which eliminates any certainty that such a relationship exists.

TABLE VIII

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION BETWEEN OPENNESS SCORES TEACHER ATTITUDE SCORES IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS DURING THE 1973-74 SCHOOL YEAR

Schools	Number of Teachers	Openness Scores	Mean Raw Scores on MTAI
A	15	52	61
B	13	44	32
C	13	49	32
D	19	28	24
E	9	35	31
F	19	31	36
Pearson Product-Moment Coefficient of Correlation			r = .65

Two climate dimensions were shown to have a relationship at the .05 level of significance. The Pearson Product-Moment Correlation Coefficients for Intimacy and Esprit and MTAI were:

Intimacy and MTAI r = .91

Esprit and MTAI r = .78

Both tests were significant at the .05 level. Both dimensions

are positive components of climate which would suggest the predictability of a relationship. So it must be stated that, despite some indications of the existence of a relationship between teacher attitude and Openness of climate, it cannot be said with any assurance that a relationship exists.

The Data Related to the Third Hypothesis

Hypothesis #3:

There is no relationship between teacher attitude toward pupils and pupil academic achievement.

Two tests were necessary in order to reject or retain this hypothesis. The Pearson Product-Moment Coefficient of Correlation was computed to determine the relationship of teacher attitudes in the six selected elementary schools and fourth and sixth grade pupils achievement in those same schools. The MTAI was administered to 88 teachers and the mean raw score was computed for each school. The achievement scores for fourth and sixth grade pupils were mean grade equivalent scores for each of the six schools and for each of the two grade levels. The Iowa Tests of Basic Skills (ITBS) were the achievement tests used. The results of the test for fourth grade can be seen in Table IX and for sixth grade in Table X.

TABLE IX

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION BETWEEN MEAN RAW SCORES OF TEACHERS ON THE MTAI AND THE MEAN GRADE EQUIVALENT SCORES OF FOURTH GRADE PUPILS ON THE ITBS IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS (1974)

Schools	Number of Teachers	Mean G.E. Scores on ITBS	Mean Raw Scores on MTAI
A	15	43	61
B	13	49	32
C	13	39	32
D	19	37	24
E	9	33	31
F	19	34	36

Pearson Product-Moment Coefficient of Correlation ($r = .35$)

TABLE X

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATION BETWEEN MEAN RAW SCORES OF TEACHERS ON THE MTAI AND THE MEAN GRADE EQUIVALENT SCORES OF SIXTH GRADE PUPILS ON THE ITBS IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS (1974)

Schools	Number of Teachers	Mean G.E. Scores on ITBS	Mean Raw Scores on MTAI
A	15	61	61
B	13	67	32
C	13	58	32
D	19	57	24
E	9	50	31
F	19	50	36

Pearson Product-Moment Coefficient of Correlation ($r = .22$)

A careful examination of the mean raw scores on the MTAI on both tests discloses that pupil achievement does not seem to be influenced by teacher attitude. In schools A and B, which are high socio-economic status (SES) schools, achievement is relatively high while teacher attitudes are decidedly different from each other. In schools E and F, which are low SES schools, achievement is low but in one case teacher attitude is higher than in one of the high SES schools. Teacher attitude is lowest in one of the middle SES schools.

The null hypothesis must be retained in the case of pupil achievement and teacher attitude. The data resulting from the tests ($r = .35$), for fourth grade pupil achievement and teacher attitude and ($r = .22$) for sixth grade pupil achievement and teacher attitude indicate no significant relationship between the two variables.

SUMMARY

The presentation and an analysis of the data were presented in this chapter. The data was from three pairs of Des Moines Elementary Schools representing high, middle and low SES areas of the Des Moines community. The data obtained was concerned with 88 teachers, 367 fourth grade pupils and 371 sixth grade pupils. Each school had one principal.

Inasmuch as the Petasis study was used to provide some data for this study, it is important that some of his findings also be cited here. He discovered that principals

perceive their climate types differently than do their respective faculties. In the six selected schools in this study, one was perceived to be Open, two were perceived to be Autonomous, two were felt to be Controlled and one was thought to be Paternal by their respective principals. The staffs, on the other hand, perceived two climates to be Autonomous, one was felt to be Controlled, and three were considered Closed. No climate was considered to be Open by staffs.

The findings from the data in this study are as follows:

1. It cannot be accurately stated that there is a relationship between Openness of climate and pupils academic achievement. The evidence provided by tests employed to determine relationship did not indicate with a sufficient degree of certainty that a relationship could be said to exist. The measures of relationship were in the same direction and two climate subtests were shown to have a relationship to pupil achievement, but the probability of such results occurring by chance when no relationship existed was greater than .05, so it cannot be said with any assurance that such a relationship exists.

2. No relationship was shown to exist between teacher attitude and school organizational climate. The result of the test to determine if there was a relationship between school Openness score and the MTAI demonstrated that each of the measures was in the same direction which indicated that

a relationship might exist. This was not true, however, at the .05 level of significance.

3. No relationship was found to exist between pupil academic achievement and teacher attitude. Two correlations were computed and the results would indicate that factors other than teacher attitude may well have more effect on pupil academic achievement. In the highest achieving school, teacher attitudes were found to be one of the lowest in the sample. Conversely, teacher attitudes were the second highest in the selected schools where pupil achievement was second from lowest in fourth grade and tied for lowest in the sixth grade. In this, and the two other aforementioned cases, the null hypothesis was retained.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The research findings, conclusions, and recommendations will be included in this chapter. Each of the topics which were examined will be discussed briefly.

SUMMARY OF THE INVESTIGATION

The procedure of this investigation was to do the following:

1. Select three pairs of elementary schools in the Des Moines School District whose climates had been assessed in an earlier study through the use of the Organizational Climate Description questionnaire by Halpin and Croft. It was intended that climates would differ and that the three pairs of schools would represent low, middle and high socio-economic areas of the city.

2. Openness scores for each of the schools were used to define climate. These scores were correlated with achievement scores on ITBS of 738 pupils in fourth and sixth grades in the six schools to determine if there was a relationship between climate and pupil achievement.

The Minnesota Teacher Attitude Inventory was administered to 88 teachers in the six selected schools and Pearson Product-Moment Coefficients of correlation were computed to determine if there was a relationship between teacher attitude

and openness of climate.

Also, the MTAI was correlated with the ITBS pupil achievement scores to determine if there was a relationship.

DISCUSSION OF THE TOPICS

1. Climate of organizations, and especially the schools, is currently a matter of considerable importance to teachers and administrators as both personal needs satisfaction and task achievement are considered. The nature and substance of an organization's climate has significance in terms of its ambiguity, factorability, heterogeneity and its impact on decision-making within the organization. Indeed, the thrust of an organization in task achievement is felt to be directly influenced by climate. The ideal climate, has been perceived to be the Open climate.

While neither of the climates in the six selected schools was classified in an earlier study as Open, it could not be determined with any certainty that climate had any significant effect on task achievement or the education of children. Correlations between Openness scores of the six schools and achievement scores of the pupils were indicative that a relationship might exist but this could not be established. Two of the positive dimensions, Thrust and Esprit, had correlations which were noteworthy and in the same direction which would indicate that a relationship might exist. It is undoubtedly possible that other factors

may exert a stronger influence on achievement of pupils, despite the avowed importance of climate by researchers and management authorities.

2. Teacher attitude would seem to have a very direct relationship to organizational climate in schools. Social needs satisfaction, the intrinsic reward systems, interpersonal relationships, feelings for the clients all would seem to be related to the mind-set teachers bring to the school situation. It could not be established, however, that there was a certainty with respect to an existing relationship between teacher attitude and Openness of climate. In the case of Intimacy, however, a significant relationship was found to exist, $r = .91$. Evidently the nature and number of factors that make up attitude may have some similarities to those influencing openness of climate but the tests performed did not bear this out in a way that could be considered definitely so.

3. Much of the literature is concerned with teacher expectations and learner response. One would expect that teacher attitude could be seen to influence pupil achievement in some way. There was no evidence disclosed in the test performed to confirm a relationship. It could not be said that either of the two factors was influenced by the other. One could only conclude that factors unknown to the researcher influenced achievement in manner exceeding that of measured teacher attitude.

4. The socio-economic status (SES) of a school is very often considered a factor which has a profound influence upon how it is perceived and its overall effectiveness in serving those who come to it. It was for this reason that three pairs of schools were selected from high, middle and low SES areas of the community. Achievement was discovered to be lowest in the low SES schools; some what higher in the middle SES schools and highest in the high SES schools. Openness scores tended to be higher in the two high SES schools, but one of the middle SES schools had a higher openness score than did one of the high SES schools. Moreover, the lowest openness score of the six was found in one of the middle SES schools. This same school also had the lowest mean raw score on the MTAI. The second highest score on teacher attitude was found in a middle SES school. The highest MTAI score and the third highest was found in the two high SES schools while the second highest MTAI score was in one of the low SES schools. A careful examination of the data suggests that SES may have had a far more profound influence on pupil achievement than did either of the other variables.

CONCLUSIONS

The following conclusions are based on the results of this study:

1. There is no relationship between school

organizational climate and pupil academic achievement.

2. There is no relationship between teacher attitude toward pupils and school organizational climate.

3. There is no relationship between teacher attitude toward pupils and pupil academic achievement.

RECOMMENDATIONS

The following recommendations are based upon the findings in this study:

1. While no significant relationship was found to exist between pupil achievement and openness of climate, there were sufficient indices to suggest that further examination of the possibility is certainly in order. The quality of life for both children and teaching staff must be considered to be of the utmost importance in any learning environment. Fear, sarcasm, resentment, suspicion and hostility have no place in an elementary school for any of the inhabitants. The environment must be perceived to be an accepting one and responsive, not only to the needs of children but it should provide social needs satisfaction for the staff if tasks are to be achieved. The various dimensions which make up climate are difficult to quantify. A more refined measure of climate could conceivably disclose a relationship of greater significance. The size of the sample might have been a factor in the less than definitive relationship found in the study. A larger selection of schools might provide more specific and conclusive

results.

The Pearson Product-Moment Coefficient of Correlation was used as a statistical technique. Other techniques, i.e., analysis of variance, t-tests or other measures with larger samples could prove to yield more meaningful results. So, while no relationship was established between the variables, there is reason to explore further the possibility of a relationship. The importance of the concept itself demands further study. Administrators today charged with accountability must be provided with conclusive, carefully researched information regarding climate. Its importance to them, teachers and the educational program for children is great.

2. Both the climate scores and the teacher attitude scores suggest a need for staff development in the area of human relations for both leaders and staffs. The mean raw scores for five of the six schools indicate considerable resentment, social insecurity and frustration among considerable number of the staff members. Many teachers evidently do not enjoy their work nor their relationships with pupils. In the Des Moines School system an average of 2.5 hours is provided on a weekly basis for planning and staff development for elementary teachers. Values Clarification, and human relations should be provided through the central office and university resources available in the Des Moines Community in this vitally important area.

3. While there was no significant relationship

established between teacher attitude and achievement, substantive measures which might be taken to improve teacher attitude toward their charges certainly must result in improved conditions for children, if not increased learning. Positive factors must begin with the teacher if wholesome conditions are to be provided for the learner. Higher expectations of public education currently have resulted in much teacher frustration. The skills required for the myriad tasks required are often lacking. Support systems for teachers in the form of consultant specialists for curriculum, psychological and social work services can provide valuable resources and additional confidence to teachers in meeting their increasingly complex tasks in instruction and responding to pupil needs. Increased time for planning in groups and individually is needed. Decentralization and multiple textbook adoptions in the district have resulted in ten separate reading series, four series in social science and four in math for example. An increased allocation of substitute days provided by the district provided to each building staff would provide time for teachers to "tailor" their own inservice through the use of district personnel and university and state Area Education Agency resource personnel to meet their special needs for further development in specific areas.

4. The inevitability of low SES children achieving less and their schools persistently ranking at the bottom

must be confronted in this country, and the Des Moines community is no exception. The consistent pattern can only be reversed by the most intense analysis of the dynamics of low SES areas in this district. The full strength of the district's commitment through material and human resources combined with those of the university and other agencies should be directed to the solution of this problem. Such a concentration of services will be perceived by teachers and community persons as the highest priority insofar as district goals are concerned. Good professional educators want to be where the action is, but it is of the utmost importance that they be successful. No teacher can face failure and frustration day after day any more than can pupils. Work in these areas must be made satisfying to the best professional. This can be done with intrinsic rewards or satisfiers, i.e., more planning time, paraprofessional assistance, sufficient teacher involvement in the selection and purchase of materials and in the decision making process, adequate support services (psychological, social work, etc.) for children with aberrant behaviors which command an inordinate amount of teacher time in low SES schools, and the full range of assistance in curriculum areas and learning theorists from within the district and adjacent universities.

5. The universities which prepare teachers to serve in low SES areas must be prepared to bring their teacher training programs to these school communities for extended

periods of time. The use of indigenous leadership personnel in these communities must be pressed into service along side university persons to provide the proper combinations of interpretations necessary for teacher, teacher trainee and community understanding. The social distance between the typical college of education and the inner-city, or low income community, is immense. As it was indicated earlier in this paper, it is incumbent upon those who fashion programs for a specific clientele to be especially knowledgeable about those to be served to the fullest possible extent. The university must initiate this training process to overcome the differences in their own value systems and those of their trainees in addition to the cultural and subcultural differences of the communities being served by the schools.

6. Greater use must be made of each of the locally established advisory councils for elementary schools in educational matters. These councils can be effective vehicles for providing the necessary bridge between total community need and perception as they relate to the school and its program for both children and adults. Overcoming class differences and different values can be accomplished in this way resulting in a more effective program for all which should be what school is about.

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APPENDICES

APPENDIX A

CLIMATE SUBTESTS BY CATEGORY[1]

TABLE 4.3

OCDQ, Form IV--Items That Compose Four Subtests: Teachers' Behavior

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I. Disengagement

1.* The mannerisms of teachers at this school are annoying.
2. There is a minority group of teachers who always oppose the majority.
3. Teachers exert group pressure on nonconforming faculty members.
4. Teachers seek special favors from the principal.
5. Teachers interrupt other faculty members who are talking in staff meetings.
6. Teachers ask nonsensical questions in faculty meetings.
7. Teachers ramble when they talk in faculty meetings.
8. Teachers at this school stay by themselves.
9. Teachers talk about leaving the school system.
10. Teachers socialize together in small select groups.

II. Hindrance

11. Routine duties interfere with the job of teaching.
12. Teachers have too many committee requirements.
13. Student progress reports require too much work.
14. Administrative paper work is burdensome at this school.
15. Sufficient time is given to prepare administrative reports.**
16. Instructions for the operation of teaching aids are available.**

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[1] A. Halpin and D. Croft, Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963), pp. 152-154.

III. Esprit

17. The morale of the teachers is high.
18. The teachers accomplish their work with great vim, vigor, and pleasure.
19. Teachers at this school show much school spirit.
20. Custodial service is available when needed.
21. Most of the teachers here accept the faults of their colleagues.
22. School supplies are readily available for use in classwork.
23. There is considerable laughter when teachers gather informally.
24. In faculty meetings, there is the feeling of "let's get things done."
25. Extra books are available for classroom use.
26. Teachers spend time after school with students who have individual problems.

IV. Intimacy

27. Teachers' closest friends are other faculty members at this school.
28. Teachers invite other faculty members to visit them at home.
29. Teachers know the family background of other faculty members.
30. Teachers talk about their personal life to other faculty members.
31. Teachers have fun socializing together during school time.
32. Teachers work together preparing administrative reports.
33. Teachers prepare administrative reports by themselves.**

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*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which items actually appear in Form IV. See Table 4.1, p. 148.

**Scored negatively.

TABLE 4.4

OCDQ, Form IV--Items That Compose Four Subtests: Principal's Behavior

V. Aloofness

34.* Faculty meetings are organized according to a tight agenda.
35. Faculty meetings are mainly principal-report meetings.
36. The principal runs the faculty meeting like a business conference.
37. Teachers leave the grounds during the school day.
38. Teachers eat lunch by themselves in their own classrooms.
39. The rules set by the principal are never questioned.
40. Teachers are contacted by the principal each day.
41. School secretarial service is available for teachers' use.**
42. Teachers are informed of the results of a supervisor's visit.**

VI. Production Emphasis

43. The principal makes all class scheduling decisions.
44. The principal schedules the work for the teachers.
45. The principal checks the subject-matter ability of teachers.
46. The principal corrects teachers' mistakes.
47. The principal insures that teachers work to their full capacity.
48. Extra duty for teachers is posted conspicuously.
49. The principal talks a great deal.

VII. Thrust

50. The principal goes out of his way to help teachers.
51. The principal sets an example by working hard himself.
52. The principal uses constructive criticism.
53. The principal is well prepared when he speaks at school functions.
54. The principal explains his reasons for criticism to teachers.
55. The principal looks out for the personal welfare of teachers.

56. The principal is in the building before teachers arrive.
57. The principal tells teachers of new ideas he has run across.
58. The principal is easy to understand.

VIII. Consideration

59. The principal helps teachers solve personal problems.
60. The principal does personal favors for teachers.
61. The principal stays after school to help teachers finish their work.
62. The principal helps staff members settle minor differences.
63. Teachers help select which courses will be taught.
64. The principal tries to get better salaries for teachers.

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*These numbers are used solely to list the items here by subtest. The numbers do not correspond to the sequence in which the items actually appear in Form IV. See Table 4.1, p. 148.

**Scored negatively.

APPENDIX B

THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in

only one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

APPENDIX C

MINNESOTA TEACHER ATTITUDE INVENTORY DESCRIPTION

Characteristics of Teachers

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and puils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.

Attitudes are the Key

It would be an oversimplification of the problem to assume that the differences between teachers at the two ends of the scale can be completely explained in terms of attitudes

toward children, toward teaching, toward the school, toward subject matter, etc. Certainly the differences are the result of numerous factors, including academic and social intelligence, general knowledge and abilities, social skills, personality traits, energy, values, and teaching techniques. However, it can be assumed that the attitudes of a teacher are the result of the interaction of this multitude of factors and, therefore, that attitudes afford a key to the prediction of the type of social atmosphere a teacher will maintain in the classroom.

The development of a persistent ego-involved attitude is a complex process which we shall not attempt to discuss here, but the difference between an attitude acquired in an academic situation and one acquired in dealing with the events of life as they occur should be recognized. For example, a student in professional education courses may learn to say that he strongly agrees with such statements as the following: "Most children are obedient"; "One should be able to get along with almost any child." If in actual teaching, however, the teacher's complex of abilities is such that he is unable to maintain a classroom atmosphere in which these statements are true, he will develop a strong ego-involved contrary attitude. Professors of education may then be labeled by him as mere theorists, unacquainted with practical realities.

Such considerations lend support to the thesis that the attitudes of a teacher are the key to the problem of predicting the type of classroom atmosphere he will be able to maintain. They also serve to warn those responsible for teacher education that the mere inculcation of attitudes which are found to characterize superior teachers will not necessarily result in superior teacher-pupil relations. Nevertheless, it can be hoped that some improvement will result when a teacher gains understanding of the adjustment mechanisms responsible for undesirable teacher attitudes.

The Inferior Teacher

Items in the Inventory discriminate sharply between teachers who have and those who do not have good rapport with pupils; examination of these items indicates that inferior teachers are essentially insecure socially. This may be caused by innumerable factors: general appearance, failure in heterosexual adjustment, low social status of family (a high proportion of teachers are from the upper-lower and lower-middle classes), failure to be accepted socially in high school, etc. The failure of a teacher to gain security in social relations before entering teaching militates against the gaining of security through social responses of pupils during teaching. The needs of the inferior teacher for social

acceptance are not met through social relations with pupils. Security is therefore sought in other ways.

1. Frustration in social relations usually brings aggression in the form of general hostility toward people and, in the teacher, especially toward children. The teacher truly believes that most children are disobedient, do not appreciate what is done for them and cannot be trusted, and that modern parents do not teach children to behave. He believes that things are constantly "going on" in his classroom that are bad. He cautions himself to "watch out," "be alert," to not let the pupils "get away" with anything. He cannot trust people or have confidence in them.

2. The socially insecure teacher frequently seeks security through virtue. He adheres rigidly to conventional, middle-class standards. There is a tendency to be on the lookout for and to condemn, reject and punish anyone who violates conventional rules. All misbehavior is serious, to be dealt with severely, never to be passed off as a joke. There is little sense of humor, only a sense of justice perverted by general hostility toward people. There is a disposition to think in rigid, "all or none," "black or white" categories. ("Children should be seen and not heard"; "Children are too carefree.") There is also an exaggerated concern with sex. ("Children have no business asking questions about sex"; "It is better for a child to be bashful than to be 'boy or girl crazy.'") He also tends to believe that he is always and unquestionably "in the right." ("The child must learn that 'teacher knows best.'") He has a tendency to be opposed to the unusual, the different, the imaginative, the creative, and the innovation. ("Children nowadays are allowed too much freedom in school"; "The whims and impulsive desires of children are not worthy of attention.")

3. The socially insecure teacher frequently seeks security through position, authority, degrees, diplomas, and certificates. He tends to emphasize the dominance-submission, strong-weak, leader-follower dimension in his thinking. He frequently has a submissive, uncritical attitude toward authorities over him and a dominating, overbearing attitude toward subordinates. ("No child should rebel against authority"; "Aggressive children require the most attention.") He is likely to make exaggerated assertions of strength and toughness. ("To maintain good discipline in the classroom a teacher needs to be 'hardboiled.'")

4. The socially insecure teacher frequently seeks security through knowledge of subject matter. He is likely to assert that if one knows his subject little else matters in teaching. ("A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.")

APPENDIX D

PEARSON PRODUCT-MOMENT COEFFICIENTS OF CORRELATION BETWEEN CLIMATE SUBTESTS AND PUPIL ACHIEVEMENT FOR FOURTH GRADE PUPILS IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS IN 1974

Climate Dimension	Correlation
Disengagement	-.20
Hindrance	-.17
Esprit	.60
Intimacy	.30
Aloofness	.70
Production Emphasis	-.05
Thrust	.65
Consideration	-.03

PEARSON PRODUCT-MOMENT COEFFICIENTS OF CORRELATION BETWEEN CLIMATE SUBTESTS AND PUPIL ACHIEVEMENT FOR SIXTH GRADE PUPILS IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS IN 1974

Climate Dimension	Correlation
Disengagement	-.15
Hindrance	-.08
Esprit	.61
Intimacy	.95
Aloofness	.62
Production Emphasis	.03
Thrust	.70
Consideration	.08

APPENDIX E

PEARSON PRODUCT-MOMENT COEFFICIENTS OF CORRELATION BETWEEN CLIMATE SUBTESTS AND MINNESOTA TEACHER ATTITUDE INVENTORY ADMINISTERED IN SIX SELECTED DES MOINES ELEMENTARY SCHOOLS (1974-75)

Climate Dimension	Correlation
Disengagement	-.20
Hindrance	-.43
Esprit	.78
Intimacy	.91
Aloofness	.50
Production Emphasis	.52
Thrust	.54
Consideration	-.05